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ABSTRACT

This curriculum guide, one of a series designed for use in kindergarten and the elementary grades, has been compiled with the recognition that the basic ingredients of a language arts program--composition, speaking, listening, literature, and problem solving--are interrelated and constantly complement one another and that this entire process is enhanced by the development of the child's imagination. Introductory material includes a curriculum diagram for the English language arts, a scope and sequence chart, and a list of resources. The contents are divided into five categories, each relating to language for the fourth grade. Under these, there are five subcategories: (1) human relations, perception, problem solving, and classifying; (2) listening, oral and body language, and written language; (3) usage, dialect, and semantics; (4) grammar, composition, and literature; and (5) dictionary, capitalization, punctuation, and letter writing. For each of these subcategories the guide outlines the concept, skills, available resources, and helpful activities. Twelve appendixes provide additional material related to the level and contents of the guide. (JM)

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Elementary

ENGLISH/LANGUAGE ARTS

Course of Study

Rochester Public Schools
Independent School District No. 535
Rochester, Minnesota

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CS 202 018

A COURSE OF STUDY

in

ENGLISH LANGUAGE ARTS

for

GRADE FOUR

Rochester Public Schools
Rochester, Minnesota
1975

Mr. Everett Walton, Assistant Superintendent for Instruction
Mr. Jerry Reynolds, English Consultant

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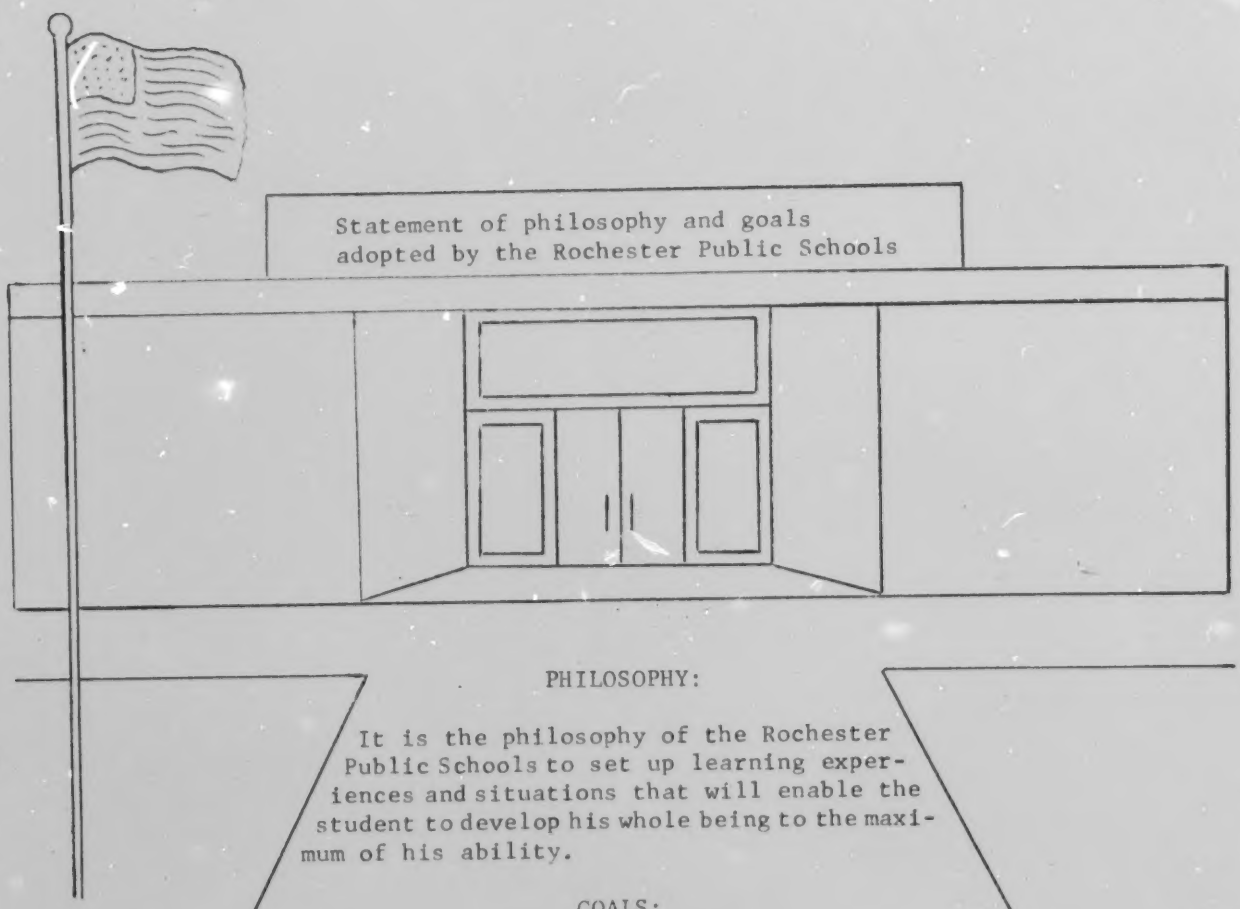

PHILOSOPHY:

It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability.

GOALS:

The attainment of this philosophy centers around these goals:

To stimulate a desire to learn
To help the child master the basic skills of learning
To develop the ability to work and play with others
To promote emotional stability and strengthen wholesome moral and spiritual behavior
To learn his capabilities and limitations
To develop and strengthen his ability to meet and solve problems of life
To contribute something worthwhile to society
To develop habits conducive to healthful and happy living
To develop worthy use of leisure time
To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world
To develop a civic responsibility and be an active member of society
To develop an appreciation for the wise use and conservation of resources
To develop self-discipline
To develop a consciousness of personal grace and charm

MESSAGE TO TEACHERS

The production of this guide represents the culmination of the work of the curriculum committee, but to those who are about to use the guide it represents the beginning of many profitable experiences for your students. I think you will find the guide a very useful tool as you plan and work with your students.

The irreducible fact remains that teaching is an exchange between people. This simple fact is both the problem and the promise of all education. The unforgettable encounter of the skillful teacher and the prepared student is still the essence of the learning process. It is our responsibility as teachers to assist the student in preparation and to guide the encounter; it is to this end that this guide is dedicated.

We are very appreciative of the efforts of the committee and their interest in assuring meaningful experiences for the students of Independent School District 535.

Everett M. Walton
Ass't Supt. for Instruction

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PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS CURRICULUM, K-6

A. IMPORTANCE OF THE ENGLISH LANGUAGE ARTS

Language is the basis of all human activity enabling man to elevate himself above animals. Charlton Laird, professor of English at the University of Nevada, has stated that man is a "languagized animal." From birth the child depends upon his environment to provide him with a broad spectrum of experiences which help develop his personality. These experiences become the raw material of the language arts curriculum at every level. When a child enters kindergarten, he has already developed a language system--a means of communicating feeling and thought. It is quite logical, then, that developmental language activities occupy as strategic a position in the formal education setting as they occupied in the pre-school years. It is through language that the child is given the opportunity to clarify, order, interpret, and communicate his experiences.

Harry A. Greene and Walter T. Petty in Developing Language Skills in the Elementary Schools, stated:

> The language arts are the foundation of the school's program. By any criteria that might be devised for determining what is the most essential area of the school curriculum, the language arts would be identified as foremost and critical. In recognition of this fact elementary schools have always emphasized the language arts. In colonial days the first schools developed as reading and writing schools, and this tradition has continued regardless of technological changes because humanity depends upon communication and communication is principally accomplished through language.

The need for effective communication through use of language has become more crucial in light of a changing world. Helping the student discover his potential through language and giving him the skills to cope with and adapt to change are the ultimate goals of our English language arts program. The skills within each of the language arts become, in essence, the survival skills demanded by our culture. Becoming competent speakers and writers and thoughtful readers and listeners is necessary, and it is equally important that each child develop these communication skills to function effectively in all areas of daily living.

Through his experiences and those of others, the student discovers that the language arts are really human behavior. It logically follows, therefore, that language study is not restricted only to the "English period" of the school day. Instead, and even more importantly, the English language arts are interwoven throughout every curriculum area. How the student applies the language arts skills in his study of other school subjects determines in large measure the degree of his success not only in school but in the classroom-at-large outside of school.

Since LANGUAGE is a PROCESS, its importance lies not within the materials provided in the curriculum but in the USE and APPLICATION of the skills acquired from the study of language. This definition asks each teacher to redefine his role in the learning process from one of imparting knowledge to that of insuring that each child lives up to his best in all that he does. If the deepest need of man is to understand himself and his changing world, the English language arts can unleash the power for every student to lift his sights and achieve his potential.

B. COMPONENTS OF THE ENGLISH LANGUAGE ARTS

The basic ingredients of a language arts program involve communicating through written composition, oral composition and speaking, listening, literature, and problem solving. These components are interrelated and fused, and are constantly complementing each other. This entire language process is enhanced by the development of the child's imagination. Many opportunities to integrate activities from these basic areas with other academic disciplines are suggested in this guide.

Written Composition

Composition, being an integral component of language arts, is of equal importance with speaking, listening, literature, and problem solving.

In pursuing creative and practical self-expression, children can gradually be helped to become aware of good form and appropriate mechanics of writing. Learning to proofread carefully their compositions will help children develop more confidence in their ability to express ideas. Emphasis on content should be dominant over mechanics in written composition.

Efforts should be made to extend the audience of students' compositions, rather than to restrict it to only the teacher. Children take more pride and care in their compositions when they see them published as "literature" in classroom or school newspapers and creative writing booklets, and displayed on school bulletin boards and hallway walls.

Since writing is an expression of one's thoughts and ideas on paper, the broader the range of opportunities we provide children, the more they will draw upon their backgrounds as they attempt to write. Encouragement by the teacher and fellow students, as well as self-motivation, provides the creative climate that will break down the reservations and inhibitions that block the child's imaginative tendencies.

Oral conversation is often more natural than writing. Stimulated to think independently and creatively, the child is led to discover and write thoughts he was unaware of. In written composition many areas of language arts are called into play, such as listening, spelling, grammar, handwriting, and problem solving. Frequent and varied composition activities will provide the teacher with a natural diagnosis of individual student as well as group needs.

Each student should have a self-designed folder in which he houses his writing throughout the year. These papers serve as a diagnostic tool for the teacher and student to assess the child's progress and then work together to improve any deficiencies. The teacher may wish to design a diagnostic chart for the folder to show each student's needs and progress. Refer to the Appendix for examples. In all written composition, each child should experience some measure of success and should see a relationship between his written composition and the world about him.

Oral Language

Recognizing the importance of oral language and realizing that speaking is more than talking are essential in a complete language arts program. Through oral language experiences each child extends his speech patterns most appropriate to his

audience. To accomplish this, he needs to speak so that others listen and understand, to use standard English when appropriate, and to adapt his speech to any situation. Many skills are brought into play in good oral communication. Logical development and organization of ideas, correct usage and enunciation of words, and effective delivery are essential components of speaking.

An important factor in the development of oral language in a child is the security, freedom, and ease he feels about expressing himself verbally. The teacher can encourage maximum language development by recognizing and providing for a child's need to speak. Since oral language experiences form the base upon which reading and written language skills develop, the teacher should provide numerous and varied opportunities, as well as a comfortable and accepting atmosphere, for verbal interaction in the classroom.

Interwoven with the other components of language arts through frequent opportunities for oral expression, the basic skills of oral language constitute a formula for growth in our verbal world.

Listening

Listening is the most used of all the language skills. Studies have shown that we spend well over half our time in listening. Each child will need to improve his listening habits and skills, although the degree of improvement needed will vary from child to child.

Listening can and needs to be taught. Listening includes recognition, interpretation, and reaction to what is heard. We could define listening as purposeful hearing with understanding. Listening skills are best learned in situations in which the child sees a genuine need for good listening habits. Developing habits, attitudes, and thought processes basic to good listening requires careful and continual guidance on the part of the teacher. By teaching listening skills in meaningful ways, the teacher will help each child develop good listening habits which will become an integral part of the child's life. A prerequisite to listening to learn is learning to listen.

Literature

Literature can make significant contributions to the personal growth and development of a child. It speaks "from heart to heart, from mind to mind, giving all and getting all in return." (Dora V. Smith, University of Minnesota, "Children's Literature Today," Elementary English). Literature provides the child an opportunity to learn about himself as he identifies with various characters in literature. Literature demonstrates to the child that what a character says and the manner in which he says it help to reveal his personality. It also assists him in comprehending the cultures and heritage of his nation as well as those of other nations throughout the world. Through literature, the child learns that the world of imagination and the world of reality are parts of the same world and "that both parts have purpose and are needed." (The World of Language-Book M, Follett Publishing Company) Literature should be an enjoyable experience for the child.

Oftentimes literature has been narrowly defined. The electronic age in which we live has enabled every child, regardless of his reading level, to experience literature in many ways. Doors are no longer closed to the world of literature for

children who have difficulty decoding the printed word. Children can now "read and experience literature in many other ways than just in the print media. Literature, therefore, takes many forms, both print and non-print: books, poems, stories, plays, films, pictures, recordings, filmstrips, oral storytelling.

Through literature, a child should have opportunities to see himself as a writer, as well as a reader. In addition to appreciating the writings of others, the student becomes a young author, producing his own literature. The literature of our students should become a natural part of our libraries. What the child reads "may serve as a model for his own creative efforts." (Iris M. Tiedt, University of Santa Clara, "Planning an Elementary School Literature Program," Elementary English.) In order to bridge the gap between his own composition and that of professional authors, some of this student-produced literature should be published and placed in strategic areas throughout the school.

Problem Solving

Problem solving involves many skills of the communication arts: listening, manipulating, conceptualizing, and reasoning. These vital skills contribute to the process of solving problems through language.

Listening is a problem-solving activity. Purposes for listening should be established so that information which is heard may be classified, analyzed, and chosen as relevant to the task. Listening thereby enables the child to learn and to perform.

The child progresses from the simple manipulation of objects to solving problems by recalling and relating previous learning to his immediate situation. Language and thinking are interrelated as the child describes his problems and selects appropriate solutions. The process becomes a means of symbolizing the new combinations of spatial, causal, and temporal relationships which he experiences.

The research of the Swiss psychologist, Jean Piaget, has emphasized the conceptualizing skills in the learning process.

> Generally young children are natural problem finders and solvers. If given appropriate materials with which to work, and if allowed to think and proceed at their own speed in an atmosphere of mutual trust, self-confidence, relaxation, and admiration for achievement, they will develop conceptually at their own rates. The goals of education are not set up to increase the amount of knowledge but to create possibilities for a child to invent and discover and to eventually produce adults who are capable of doing new things.
>
> Herbert Ginsberg and Sylvia Opper, editors, Piaget's Theory of Intellectual Development: An Introduction. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1965.

Reasoning requires going beyond the experiential background of a student and thereby proves to be a difficult task. All individuals do not seek solutions to problems in the same order or manner. There is not conclusive evidence that proves one method is better than another. Reasoning has been stated as an individual problem, but it may be stimulated by group interaction--discussion, role-playing, and dramatization. Language arts should aid the child in knowing where

he can find answers for himself rather than merely memorizing conventions and facts. Several alternatives may be given from which the child may choose the one which best meets his needs and also is acceptable under the circumstances involved.

The success of helping a child to reason depends upon the sensitivity of the teacher and the child's ability to correlate new experiences with those that have gone before in a progression that is natural and logical. Emphasis should be on guiding the student through skillful questioning to perceive relationships for himself, rather than on expecting an immediate, correct answer.

A teacher who is sensitive to the child's needs can select challenging materials, provide assistance when needed, and demonstrate faith in each child's capacity to learn.

C. SPELLING SKILLS IN THE LANGUAGE ARTS

Although spelling is not one of the major components of the language arts it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones. The words would probably include the daily service words as well as key words from curriculum areas.

Since students have varying abilities in spelling skills, the weekly lists in spelling books should be adjusted to fit the child's ability to master the work and, therefore to experience success. Students of varying abilities in each class should be using spelling lists or books below or above their designated grade level. This approach allows the teacher to tailor materials to the needs of his children.

The understanding teacher will encourage the child to write his ideas without unduly penalizing him for having misspelled words. The misspelled words should be corrected on papers where full accuracy is required. These difficult words may then be recorded for individual study and eventual mastery.

D. PERCEPTION: A THINKING SKILL

Perception is the link that ties together for the individual the processes of discerning, with full understanding, the world around him and of expressing that view to others through language.

What a child thinks, says, and does is directly influenced by this thinking skill. Perceptual learning experiences provide a springboard for even more avenues of self-expression suited to the individual. Personal growth in language relies on the child's innate ability to express his experience, which is the critical skill that can be encouraged through a program stressing this perceptual development.

Be sensitizing the student in his use of the perceptual skills, language in all its forms--listening, viewing, spelling, literature, dramatization, oral and written composition--becomes a living, breathing, pleasing communication art.

E. CREATIVITY IN THE LANGUAGE ARTS

Each child has the ability to create. It is essential that the teacher provide opportunities for the child to create through language his own form of expression. Creative self-expression through music, art media, physical activity, and social conversation are all positive ways of using and developing language skills.

Helen Merrick states her view on creativity:

> Creativity is that unique personal end result of a mind that is free to question all aspects of life, is free to think, and finally, is free to express ideas. All children are inherently creative; they differ only in degree of potential; they should all participate in creative activities. We must keep their minds generating new ideas, instead of trying to reheat the useless stereotypes which have accumulated over the years.
>
> Merrick, Helen: "Let's Keep the Kettle Boiling," Minnesota Journal of Education

Language experiences in the classroom should, therefore, release this creativity. Whether it is creative dramatics, creative writing or creative art, the process of sharpening the student's ability to imagine and, thus, to create will help him solve his problems and better understand the world about him.

F. USING CHILDREN"S INTERESTS IN LANGUAGE DEVELOPMENT

The stepping stone toward meaningful language development is to allow the child to use his own interests as a basis for language experiences both in and outside the classroom. Each child brings to the classroom his unique experiences which, when shared with his peers, provide a means of generating additional interests within his classmates.

Each student's interests, therefore, may become another student's interests if the learning environment promotes natural interaction among all students. The student should be assured that some of his best oral and written language will deal with the objects, fantasies, thoughts, feelings, and problems of his daily life. All of these phenomena have become a part of him and, consequently, cannot be separated from his use of the language. The wise teacher will be aware of and capitalize upon the varied interests of his class by allowing them to serve frequently as triggers for language experiences. Skill stations and interest centers, for example, have offered within the classroom or the learning center a means of motivating students to learn and apply language skills.

Many children need to be stimulated more directly by the teacher until they realize that their interests are of value. The teacher needs to provide ample latitude for every child to tap his potential in language expression. In this

way every student, regardless of his ability or background, may succeed in extending his language capabilities by drawing upon his interests and those of his classmates.

G. DIAGNOSIS: KNOWING THE CHILD'S NEEDS

One of the criteria for success in language arts is the ongoing diagnosis of each child's needs. The diagnostic process should be both formal (standardized and teacher-developed tests) and informal (daily observations of children's performance and behavior). Through diagnosis, the teacher identifies each child's strengths and weaknesses. This continuous assessment allows the teacher to develop, implement, and individualize learning experiences which will enable the child to improve. Included within this course of study are diagnostic activities and tests which teachers will find helpful in designing their instructional program and in tailoring materials and assignments to the individual needs of each child.

H. ROLE OF INSTRUCTIONAL MATERIALS

Print and non-print materials are aids to support the learning process. A variety of such media may be utilized to meet the individual needs of the student. Each teacher is encouraged to use a diversity of instructional aids in helping children acquire and apply their understandings of the language arts.

For example, some of the materials used in the reading program are listed as resources to be used also in the language arts program since the areas are so closely related. References to materials in the other curriculum areas have also been made in this course of study. Children will benefit from a learning process in which skills, approaches, and materials are integrated throughout the entire school program.

Since we recognize that children have different styles and rates of learning, the five major concepts serving as the framework for the English Language Arts Course of Study are suggested by a wide variety of materials and suggested alternatives for the use of these materials. The number of alternative materials and activities will hopefully allow more children to succeed in their study and use of language skills.

Teachers should not attempt "to cover everything" within each concept. With the course of study as the major frame of reference, each teacher should determine the priorities of his children in terms of their needs and interests in the language arts. Teachers, like students, should have a variety of alternatives from which to select materials, activities, and approaches.

I. USING THE LIBRARY

The library is an integral part of the language arts program. Teachers are strongly encouraged to use this resource to supplement many aspects of the learning process. The library should be flexible enough in time and structure to provide all students opportunities to use it effectively.

As the key person in the successful use of this center, the librarian should share the responsibility for the planning of the library skills to be emphasized and, at appropriate times, for the teaching of those skills to all students, individually or in groups.

Included within the Appendices is the "Guide for the Library Program, K-6" which serves as a reference in planning the language arts program.

J. EVALUATION IN THE LANGUAGE ARTS PROGRAM

Each student's performance must be continually appraised. Because individual performance is important, the teacher must consider each child's background and help develop the child's potential. The evaluative process should focus attention on the positive qualities to help the student realize his own strengths and weaknesses. To assist teachers in this evaluative process, the curriculum committee has identified with an asterisk (*) those activities that are particularly appropriate for evaluating student performance and progress.

Teaching involves learning: the teacher must be a learner in his own classroom. Through observations of a child's performance, the teacher evaluates his own effectiveness as well as the learning needs of his students.

Each of the componenets of the language arts lends itself to varied evaluative measures. Equally true, when the teacher formally or informally evaluates a specific skill or activity in one component, he has the opportunity to assess the student's competency in one or more of the other components. The student's use of oral language, both on the playground and in the classroom, assists the teacher in appraising the student's ability to listen and to interact with others. The student may also learn to adapt and apply his language skills to varied situations and audiences. Evaluation must reflect the total performance.

The appraisal by teacher and student should continue over a period of time and should use a variety of tests and informal observations. The results should reveal the pupil's capabilities and his learning needs. Both the teacher and the student will be aware of the progress and therefore can play and carry out lessons to overcome the learning deficiencies. This positive approach to teacher-student appraisal of performance will enable the student to achieve a greater measure of success.

K. SCOPE AND SEQUENCE OF CONCEPTS AND SKILLS

One of the major premises of this course of study is that the various components of the English language arts should be integrated. Not only are the materials treated as integral parts of one process, but the blocks of time in the school day allotted the language arts should also help unify the aspects of language study.

The spiraling approach of this course of study is characterized by five major concepts, all of which begin in Kindergarten and extend through Grade 6:

LANGUAGE helps us understand self, others, and our world.
LANGUAGE is communication.

LANGUAGE is constantly changing.
LANGUAGE has a variety of structures.
LANGUAGE has certain mechanical conventions.

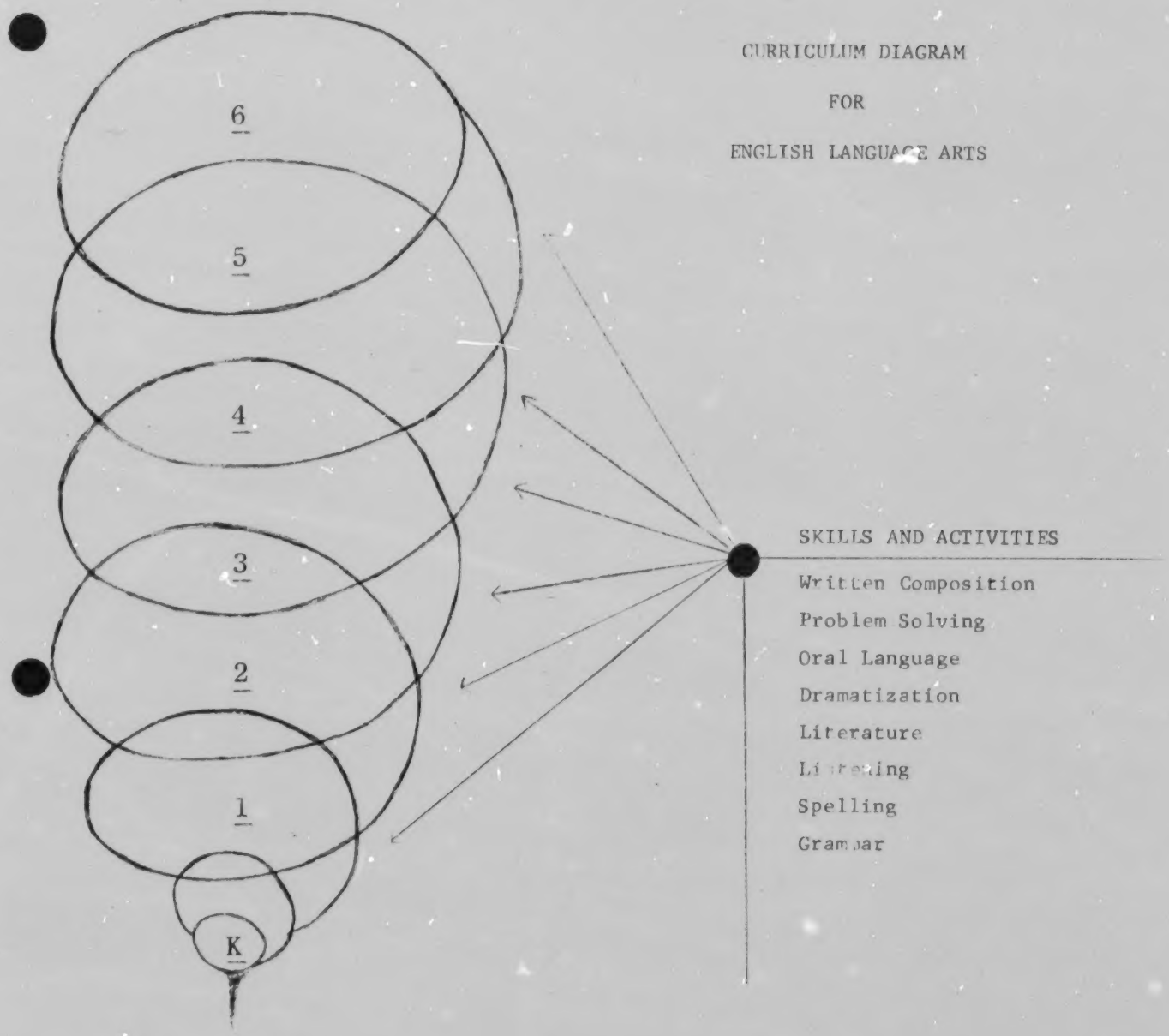
Within each concept are sequential aims and skills, to be developed with the help of resources and activities outlined in this guide. At one or more grade levels particular skills are Introduced, as represented by the symbol (I): many of these skills are Focused (F) upon at the next grade levels and Maintained (M) at consecutive grade levels. A Scope and Sequence Chart has been developed to chart this sequence. On the next several pages are the Curriculum Diagram and the Scope and Sequence Chart.

For broader purposes of the K-12 English Language Arts Curriculum, the K-6 and 7-12 courses of study articulate closely to insure that children benefit from a consistent philosophy and sequential plan of study throughout their school years.

CURRICULUM DIAGRAM

FOR

ENGLISH LANGUAGE ARTS



MAJOR CONCEPTS

LANGUAGE helps us understand self, others, and our world.

LANGUAGE is communication.

LANGUAGE is constantly changing.

LANGUAGE has a variety of structures.

LANGUAGE has certain mechanical conventions.

SCOPE AND SEQUENCE CHART
FOR
ENGLISH LANGUAGE ARTS

This chart should help the teacher to quickly identify the specific skills to be taught in each grade. Also, the chart serves as a checklist to be used throughout the year.

KEY

I: Introduce
F: Focus
M: Maintain
X: Experiences provided

SKILLS / LEVELS	K	1	2	3	4	5	6	7
I. LANGUAGE HELPS US UNDERSTAND SELF, OTHERS AND OUR WORLD								
Understand value of our own ideas and ideas of others	X	X	X	X	X	X	X	X
Realize that people have similar emotions	X	X	X	X	X	X	X	X
Recognize the ways our own feeling affect others	X	X	X	X	X	X	X	X
Recognize that we all have "good" and "bad" days	X	X	X	X	X	X	X	X
Understand that we can learn from our mistakes	X	X	X	X	X	X	X	X
Utilize planning skills	X	X	X	X	X	X	X	X
Realize that participation and involvement can bring satisfaction	X	X	X	X	X	X	X	X
Recognize that we have freedom to make responsible choices	X	X	X	X	X	X	X	X
Identify and use our senses	X	X	X	X	X	X	X	X
Understand our dependence on each other	X	X	X	X	X	X	X	X
Develop a positive self-image	X	X	X	X	X	X	X	X
Use our language to describe our perceptions	X	X	X	X	X	X	X	X
Use problem solving techniques to resolve conflicts	X	X	X	X	X	X	X	X
Practice thinking skills of comparing, contrasting, classifying, questioning, categorizing, generalizing, and inferring	X	X	X	X	X	X	X	X
Understand dignity of different kinds of work	X	X	X	X	X	X	X	X
Respect and gain understanding of other cultures	X	X	X	X	X	X	X	X
Understand viewpoint of others	X	X	X	X	X	X	X	X
Encourage students to become self-directing human beings	X	X	X	X	X	X	X	X
II. LISTENING								
Listen for enjoyment and appreciation	I	I	F	F	F	M	M	M
Listen courteously	I	I	F	F	M	M	M	M
Listen to sense the purpose of the person speaking	I	I	F	F	M	M	M	M
Listen to recognize sounds in the environment	I	I	I	F	F	M	M	M
Listen to recognize sales-pressure in advertisements	I	I	I	F	F	F	F	F
Listen in order to draw conclusions and make inferences	I	I	I	F	F	F	F	F
Listen to follow step by step directions	I	I	F	F	F	F	F	M
Listen for the favorable or unfavorable effects of a speaker's voice	I	I	F	F	F	M	M	M
Listen to note how character is revealed through dialogue	I	I	F	F	F	M	M	M

SKILLS / LEVELS	K	1	2	3	4	5	6	7
II. Listening - Cont.								
Listen for main ideas, details, and the answer to specific questions	I	I	F	F	F	M	M	M
Listen to build vocabulary	I	I	F	F	F	M	M	M
Listen to follow sequence in a story, play, lecture, or demonstration	I	I	F	F	M	M	M	M
Listen to distinguish between the true and make-believe	I	I	F	F	M	M	M	M
Listen for story development, tuneful words and rhythm	I	F	F	M	M	M	M	M
Listen to visualize descriptive and dramatic passages	I	F	F	M	M	M	M	M
Listen to respond to the mood of the story	I	F	F	M	M	M	M	M
Listen to distinguish between fact and opinion			I	I	I	F	F	F
Listen for supporting evidence of a speaker's statement					I	F	F	F
Listen for evidence of prejudice and bias					I	F	F	F
Listen to evaluate propaganda by checking observable facts					I	F	F	F
Listen to be aware of the person's style of speaking					I	F	F	F
III. ORAL AND BODY LANGUAGE								
Increase vocabulary	X	X	X	X	X	X	X	X
Expand language patterns	X	X	X	X	X	X	X	X
Use speaking experience for enjoyment of stories, rhymes, etc.	X	X	X	X	X	X	X	X
Develop conversation skills	X	X	X	X	X	X	X	X
Develop effective speech habits and courtesies in group discussions	X	X	X	X	X	X	X	X
Speak with ease	X	X	X	X	X	X	X	X
Use language for self-expression	X	X	X	X	X	X	X	X
Learn the mechanics of speaking, enunciation, pronunciation, inflection, modulation, tempo, and voice projection		X	X	X	X	X	X	X
Organize thoughts to make meaningful speech	X	X	X	X	X	X	X	X
Combine gestures, props, facial expression, and body movements	X	X	X	X	X	X	X	X
IV. WRITTEN LANGUAGE								
Compare written language with listening and speaking	I	I	I	F	F	F	F	M
Record our thoughts in creative ways	I	I	F	F	F	F	M	M
Write with a purpose	I	I	I	F	F	F	F	F
Choose correct words that say what we mean	I	I	I	I	F	F	F	F
Enjoy the writing experience	I	I	F	F	F	F	F	F
Establish mood or impression						I	I	F
V. HISTORY								
History of the language				I	I	F	F	F
Classification of languages						I	F	F
Comparing and contrasting languages						I	F	F
Influence of other languages					I	F	F	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
VI. USAGE (refer to Appendix A for usage skills.)								
VII. SEMANTICS AND DIALECTS								
Use antonyms, synonyms, homonyms		I	I	F	F	M	M	M
Use acronyms						I	F	F
Make compound words		I	F	F	M	M	M	M
Use prefixes and suffixes			I	I	F	F	M	M
Be alert for ambiguity in language			I	I	F	F	F	F
Observe denotation and connotation						I	F	F
Note change of meaning of words in context/out of context					I	F	F	F
Distinguish sounds - Phonemic, syllables, whole word				I	I	F	F	F
Use of figurative language			I	I	I	F	F	F
Study dialects for meaning and differences					I	F	F	F
Observe national dialects of our language						I	F	F
Observe regional dialects of our language						I	F	F
VIII. GRAMMAR								
Functions of words; structure words								
nouns (name words in K, 1)	I	I	F	F	M	M	M	M
verbs (action words in K, 1)	I	I	F	F	F	M	M	M
adjectives (picture words in K, 1)	I	I	F	F	F	M	M	M
adverbs			I	I	F	F	F	M
pronouns			I	I	F	F	F	M
prepositions and prepositional phrases					I	I	F	F
connectors (conjunctions)					I	F	F	F
interjections		I	I	F	M	M	M	M
Number								
singular	I	I	F	F	F	M	M	M
plural	I	I	F	F	F	M	M	M
Comparison of adjectives and adverbs (degrees: er, est)			I	I	F	F	M	M
Sentence structure								
simple sentence	I	I	F	F	M	M	M	M
compound sentence			I	I	F	F	M	M
complex sentence						I	F	F
Sentence patterns								
Pattern 1: Noun (subject) + Verb (predicate)					I	F	M	M
Pattern 2: Noun (subject) + Verb (predicate) + Object(s)						I	F	F
Pattern 3: Noun (subject) + Linking Verb (predicate) + Completer (N, Adj, Adv)						I	F	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
IX. LITERATURE/COMPOSITION FORMS								
Fairy tales and folktales	X	X	X	X	X	X	X	X
Fantasies	X	X	X	X	X	X	X	X
Animal stories	X	X	X	X	X	X	X	X
Legends	X	X	X	X	X	X	X	X
Poems	X	X	X	X	X	X	X	X
Novels	X	X	X	X	X	X	X	X
Plays	X	X	X	X	X	X	X	X
Riddles	X	X	X	X	X	X	X	
Jokes	X	X	X	X	X	X	X	
Fables		X	X	X	X	X	X	X
Newspapers			X	X	X	X	X	X
Myths				X	X	X	X	X
Biography				X	X	X	X	X
Journals				X	X	X	X	X
Autiobiographies					X	X	X	X
Advertisements						X	X	X
Essays						X	X	X
X. CAPITALIZE								
I and contractions made with I		I	F	M	M	M	M	M
First word in sentence	I	F	F	M	M	M	M	M
Names of people and pets	I	F	F	M	M	M	M	M
One and two-word story titles	I	I	I	F	M	M	M	M
Story titles of more than two words			I	I	F	F	M	M
Name titles, initials, and certain abbreviations		I	I	I	F	F	M	M
Days of week, months, holidays	I	I	I	I	F	F	M	M
Names of schools, streets, cities, and states	I	I	I	F	F	M	M	M
Words used in place of names						I	F	F
Names of buildings, parks, companies, sacred books, religion				I	I	F	F	M
Names of races of people, nationalities, and languages				I	I	F	F	M
Names of ships, planes, trains, geographical features, and words used to designate a particular area					I	I	F	F
First word in the greeting, closing of a letter, and address		I	I	F	F	M	M	M
First word of direct quotation					I	F	F	F
First word in outline headings and subheadings					I	F	F	F
XI. PUNCTUATION								
Period at end of sentence	I	I	F	F	M	M	M	M
Period with abbreviations and initials			I	I	F	M	M	M
Period after numerals and letters in an outline				I	F	F	F	M
Question mark at end of an interrogative sentence	I	I	F	F	M	M	M	M
Comma, ending marks, and quotation marks in direct quotations				I	I	F	F	F
Comma when separating items in a series				I	F	F	M	M
Comma in a friendly letter and envelope			I	F	F	M	M	M
Comma in direct address					I	F	F	M
Comma in appositional phrases							I	F

SKILLS / LEVELS	K	1	2	3	4	5	6	7
XI. Punctuation - Cont.								
Comma to set off some introductory words, phrases, and clauses				I	I	F	F	M
Comma before connector							I	F
Apostrophe in contractions		I	I	F	F	M	M	M
Apostrophe in possessives			I	I	F	F	M	M
Exclamation mark at end of exclamatory sentence and interjections		I	I	F	M	M	M	M
Colon in business letter and preceding list					I	F	F	M
Hyphen in compound words and dividing words at the end of a line				I	F	F	M	M
Dash between inclusive numbers			I	I	F	M	M	M
Underline in book, magazine, and newspaper titles					I	F	F	M
Quotation marks to enclose short stories, poems, songs, articles, chapters of books					I	F	F	M
XII. PARAGRAPHING (Refer to Appendix E.)								
Indenting			I	F	F	F	M	M
Leaving margins			I	F	F	M	M	M
Paragraphing according to main idea					I	F	F	F
XIII. DICTIONARY/THESAURUS								
Multiple definitions			I	I	F	F	F	M
Alphabetical order		I	I	F	F	M	M	M
Use of guide words				I	F	F	F	M
Use of phonetic respellings and pronunciation key				I	F	F	F	M
Abbreviations for parts of speech					I	F	F	M
XIV. LETTER WRITING								
Friendly letter and envelope form			I	F	F	M	M	M
Business letter and envelope form					I	F	F	M
Thank you notes	I	I	I	F	F	M	M	M
Invitations		I	I	F	F	M	M	M
XV. PROOFREADING	I	I	F	F	F	F	F	F

ENGLISH LANGUAGE ARTS RESOURCES

GRADE FOUR

Media	Company	Unit
CLASSROOM		
Books		
New Directions in English, 4	Harper and Row	30
New Directions in English, 4, T.E.	Harper and Row	1
The Arbuthnot Anthology of Children's Literature	Scott Foresman	1
Magic Carpet	Merrill	15
Magic Carpet, T.E.	Merrill	1
Along Sunshine Trail	Random House/Singer	15
Along Sunshine Trail, T.E.	Random House/Singer	1
Using Good English	Laidlaw	15
Using Good English, T.E.	Laidlaw	1
Thorndike-Barnhart High School Dictionary, 5th Ed.	Scott Foresman	1
Thorndike-Barnhart Junior Dictionary	Scott Foresman	30
Our English Language, T.E.	American Book Co.	1
American English Book, T.E.	Holt, Rinehart Winston	1
English Is Our Language, T.E.	Heath	1
Slithery Snakes and Other Aids to Childrens Writing	Appleton-Century	1
A Thousand Topics for Composition	N.C.T.E.	1
Wishes, Lies, Dreams	Random/Singer	1
Flair	Education Services	1
In Other Words I: A Beginning Thesaurus	Scott Foresman and Co.	5
Language Push Ups	Harper Row	1
Poly-Strip Sentences, Game	General Learning Corporation	1
Worksheets for "Explora Tapes"	(Reorder from Stock Room)	
SCHOOL IMC		
Tapes		
"Explora Tapes" 100 Series	Educational Progress Corp.	1 set
"Explora Tapes" Teacher's Guide	Language Arts Exploration	1
Listening Skills Program Level IIa	SRA	1 set
Listening Skills Program, T.G. IIa	SRA	1
Kits		
SRA News Lab	SRA	1 set
Organizing and Reporting Skills	SRA	1 set
Miscellaneous		
"Creative Writing Masters, 4"	Instructional Fair	1 set

Media	Company	Unit

A-V CENTER

Films

#4-591	"Buttercup"
#8-617	"Caterpillar
#8-619	"Clown"
#8-741	"Dead Bird (The)"
#8-632	"Haunted House (The)"
#4-8	"Horses"
#8-655	"Kevin"
#8-634	"Legend of the Magic Knives"
#4-517	"Magic of Communicating"
#4-2	"Making Haiku"
#4-582	"Once There Were Bluebirds"
#12-753	"Selfish Giant (The)"
#4-589	"Snow"
#4-250	"Story Acting is Fun"
#16-523	"White Mane"

Sound Filmstrips

	"The Boy Who Could Do Anything"	Guidance Associates	
	"The Adventures of Pecos Bill"	Guidance Associates	
	"Children's Folk Tales," Series 3	Milliken Publ. Col	(3 week period)
	"Hear It and Write"	Guidance Associates	
	"Write a Story"	Guidance Associates	
	"Listening or Just Hearing"	Learning Corp. of America	(2 week period)
#1805	"Poems for Children"		
#1802	"Fables for Children"		
#1803	"Myths and Legends"		

Filmstrips

# 126	"How Spelling Almost Ruined Mudville's Little League"
# 136	"Verbs, A Strange New Brother"
# 96	"Paragraphs - Henry Learns Something New"
# 46	"The Mail Goes Through"
# 323	"Wild White Horse"
# 756	"Words--Then and Now"
# 757	"Boots and Shoots"
# 758	"Times and People Change Words"
# 759	"Words and Your Work"
# 760	"The Right Word in the Right Place"
# 761	"Increase Your Stock of Words"
# 994	"Nouns"
# 995	"Pronouns"
# 996	"Adjectives"
# 997	"Verbs"
# 998	"Adverbs"
#1202	"Verbs and Their Subjects"

Media	Company	Unit

A-V CENTER

Filmstrips - Cont.

#2197	"Beginning Dictionary Skills: Finding Entry Words"
#2198	"Beginning Dictionary Skills: Understanding Entries"
#2199	"Beginning Dictionary Skills: Pronouncing Words Correctly"
#2200	"Beginning Dictionary Skills: Using What You Know"
#2959	"Aesop's Fables II"
#3011	"The Fox and the Crow--An Aesop Fable"
#3015	"A Jungle Book Tale"

Casette

Spoken Arts Library For Young Listeners

# 744	"Gulliver's Travels" by Jonathan Swift
# 745	"White Trout and Jamie Freel and the Young Lady"-Irish Fairy Tale
# 743	"A Christmas Carol" by Charles Dickens
# 767	"Thumbelina" by Hans Christian Anderson
# 768	"The Three Sillies" - English Fairy Tale
# 769	"The Frog Prince," "Fisherman and His Wife" -- Grimm's Fairy Tale
# 770	"Adventures of Huckleberry Finn" by Mark Twain
# 771	"The Beginning of the Armadillas" and
# 771	"How The Rhinoceros Got His Skin" by Rudyard Kipling
# 772	"Aesop's Tales"
# 511	"Aesop's Fables"
# 563	"Pecos Bill," "Davy Crockett"
# 561	"Johnny Appleseed," "Paul Bunyan"

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

HUMAN RELATIONS
CLASSIFYING
PROBLEM SOLVING
PERCEPTION

CONCEPT: Language helps us understand self, others, and our world.

AIMS:

1. To build competent, self-directing human beings, able to live with themselves with satisfaction.

2. To use literary experiences as a means of self-discovery and self-development.

3. To help the student discover his identity and to express it in his speaking and writing.

   a. To realize that the memory of past experiences affects present reactions.
   b. To explore the effects of language and of new experiences on emotions, attitudes, and reactions.

4. To foster attitudes that will provide lifelong habits in tolerance, inquiry, and sound judgement.

   a. To recognize that people respond differently to the same situations.
   b. To explore reasons for and meaning of these unpredictable responses.
   c. To realize that language can be used to share feelings, extend knowledge, and build trust.

5. To emphasize that classifying is sorting out and grouping things according to a common feature.

AVAILABLE RESOURCES:

1. New Directions in English 4, 1969, Chapter 1 and 2; Units 1, 2, 17
2. New Directions in English 4, 1973, Chapter 1 and 2; Units 1, 2, 15
3. Magic Carpet
4. Along Sunshine Trail
5. The Arbuthnot Anthology of Children's Literature
6. Health Guide, "Interpersonal Relationships"

7. A Thousand Topics for Composition, N.C.T.E.

8. Science, A Process Approach

9. Flair

10. "Authentic Sound Effects Records, Vols. I and II" (A-V Center)

11. "Explora Tapes" #104, #105, #106, #107, #116 (classroom)

12. Films: (A-V Center)

    #8-655 "Kevin" (16 min.)
    #4-528 "Tara the Stonecutter" (8 min.)
    #8-619 "Clown" (15 min.)
    #4-589 "Snow" (7½ min.)
    #12-735 "Selfish Giant" (27 min.)

13. Library selections recommended for oral reading by teacher to support this concept:

    Call It Courage, Armstrong Sperry
    Time At The Top, Edward Ormondroyd
    D. J.'s Worst Enemy, Robert Burch
    From the Mixed-Up Files of Mrs. Basil E. Frankweiler, E. L. Konigsburg
    A Taste of Spruce Gum, Jacqueline Jackson
    Mrs. Piggle Wiggle, Betty McDonald
    Freedom Train, Dorothy Sterling
    Frederick Douglass Fights for Freedom, Margaret Davidson
    The Story of Mary McLeod Bethune, She Wanted to Read, E. K. Carruth
    Josie on Her Own, Gunilla B. Norris
    Steal Away Home, Jane Kristof
    What Makes Me Feel This Way?, Eda Leshan

HELPFUL ACTIVITIES:

1. Discuss classification in the dictionary, thesaurus, telephone book, newspaper. As a follow-up activity divide the class into small groups. Ask each group to select one of the above items and create a classification chart of their own. After selecting the criteria for grouping, they should then proceed to fill in the spaces with information they find.

2. Use "Explora Tape" #107 to show that people have a natural tendency to group things. This lesson also points out why classifying is useful and how flexible classification can cause confusion in thinking. Follow this activity by asking the students to choose a category such as animals, trees, plants, or flowers, and set up an individual system of classification.

3. Go for a nature walk with the class and ask the students to observe through different senses as much as possible. As a follow-up activity in the classroom each student could describe what he experienced. The teacher should stress varied experiences.

4. Use the sound effects records "Authentic Sounds Effects, Vols. 1 and II," to expand into an illustration or short paragraph the feelings created.

5. "Dialogue with Self" activity can be introduced by the teacher through a discussion of a dilemma in which one is listening to a dialogue of internal voices. The dialogue might be about whether to save one's allowance or earnings to buy a record player or to go to the movies with a friend. Each student is to choose a conflict he has been having and write a short dialogue or script of the conversation between his internal voices. When students have finished writing, the teacher invites volunteers to act out their dialogue. The setting might be two chairs facing each other with the student starting in one chair and moving to the second chair to answer himself. He continues switching chairs until he has completed his script or has resolved his problem. This may also be done as a small-group activity.

6. Each child writes a direct quotation about something that bothers him: e.g. "I feel that this room is too noisy," said Joe. Each child exchanges quotations and writes an understanding comment in a direct quotation: e.g. "Maybe we should be more respectful of each other's need for quiet times," answered Mary.

7. To use literary experiences as a means of self-discovery and self-development, the film "Selfish Giant" may be viewed to show growth in a social situation. The content of the film portrays a withdrawal from society by building a wall between self and others, a selfish attitude and the resulting consequences.

8. This is a list of literature selections that could be used in the areas of human relations and perception:

<u>Magic Carpet</u>

"Donkey Fever"	pp. 12-19
"Gudbrand on the Hillside"	pp. 39-46
"Mr. Murdle's Large Heart"	pp. 47-56
"Brer Rabbit and Tar Baby"	pp. 58-64
"Kattor"	pp. 65-75

<u>Along Sunshine Trail</u>

"The Adventure in the Cave"	pp. 42-52
"Two Dining Rooms"	pp. 84-98
"A Hike in the Woods"	pp. 100-110
"The Rocking Monkey"	pp. 124-140
"The Old House"	pp. 186-193

Refer to the literature section of this guide for ideas and activities for sharing these selections with the class.

9. Tape household sounds and see if they can be recognized by the children.

10. Have children dramatize and label actions and reactions in various situations such as:

    a. putting ice down a person's back
    b. drawing a lucky number
    c. touching a hot pan on the stove
    d. walking down a dark alley
    e. having to select an unacceptable partner
    f. being sent to the principal's office for discipline
    (Ask the children to suggest additional situations.)

*11. Have the students collect objects of different textures such as scrap materials of cloth, items of food, cardboard scraps, egg shells, small pieces of old toys. Students should make a tactile collage at home. They should keep this a secret from other class members by bringing it to school covered. The student then selects a couple of class members, blindfolds them and places the project in front of them. The blindfolded students feel the collage and describe their sensory impressions and whatever emotional response they have to different parts. After a period of guessing, show the students the collage and discuss their reactions. "Explora Tape" #104 is suggested as a preceding activity.

12. Use discussion starters such as the following to involve the children in telling about sensory and emotional feelings:

    a. What would you do if your dog followed you to school?
    b. What sounds did you hear when you woke up this morning?
    c. How do you feel when you have been scolded?
    d. How do you feel when your best friend goes swimming with someone else?

    (Elicit additional situational questions from class.)

*13. Read chapters from Mrs. Piggle Wiggle by Betty McDonald to the children. (Each chapter tells how Mrs. Piggle Wiggle cures bad habits of the children in the neighborhood.) Ask the children to write a Mrs. Piggle Wiggle story, telling how this quaint lady might solve one of their personal problems.

*14. Use exercise number one, page 70, New Directions in English (1969) and page 78, 1973 edition, for an activity relating to the uses of the five senses.

15. Divide the class into small groups. Within each group one student secretly selects an object and describes it to the group, moving from general to specific descriptions until the object is revealed. The first to guess correctly selects and describes the next object. This activity can be used with "Explora Tape," #116.

16. "Explora Tape" #105 illustrates how individual perceptions vary. The students could listen to a simplified version of Gulliver's Travels (A-V cassette #744) and find particular examples of how Gulliver's relative size influences his point of view.

17. Discuss the connection between sound and meaning. Is it possible to understand meaning without language? Students might think of sounds connected with natural events such as falling snow, rain, hail. Use the film "Snow" with this activity.

18. Read a poem such as Christopher Morley's "Smells" to the students as an inspiration for writing poetry about the sense of smell.

19. "Explora Tape," #106, focuses on some of the ways people deal with strong emotions such as anger and fear. As a follow-up activity, discuss situations in which it is better to hide feelings than to express them as well as opposite situations in which it is better to vent feelings than to conceal them.

20. As a means of helping students discover themselves, use Flair: "All About Me" pages 43 and 44; "Do You Have A Problem?" page 52; and "Warm Up With Quickie Descriptions," page 40.

*21. Have the students write short paragraphs about themselves. A Thousand Topics for Composition could be used to suggest titles such as:

    Who Am I?
    What I Like to Do Most
    My Family
    I Am Happy Because
    When I Was Little
    My Hobby
    My Pet
    My Dreams
    Things I Love
    Things I Worry About
    Things I Would Like to Change
    When I Am Alone
    What.....Means to Me
    Favorite Things
    My Life Story

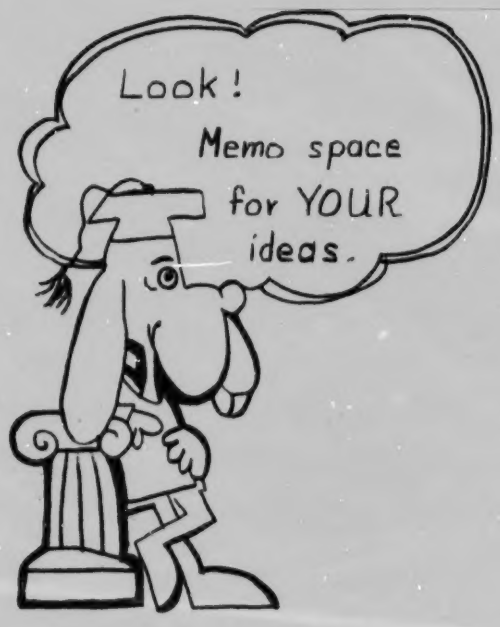
22. Use the film "Kevin" when studying perception. This film presents the view of a ten year old blind boy who, through his introspective conversation and his actions, tells how he perceives his world.

23. The film "Tara The Stonecutter," is a film adapted from a Japanese folk story and is designed to provoke such thoughts as "Who Am I?" "What is the value of being myself?" and "What is My Philosophy of Life?"

24. The film "Clown" is a story about a shaggy dog living with a little street urchin in Paris. The dog runs off one day. After searching desperately for his dog, the boy finds him with an old blind man. A follow-up discussion on the sense of values is recommended.

25. To correlate this concept with the unit in Health on "Interpersonal Relationships," use the activities and films suggested in the Health Course of Study. The films used in this section help students realize and understand their responsibilities.

26. The film "The Dead Bird" transforms to a visual experience the short story written by Margaret Wise Brown. This film is designed to help children realize that death is part of nature.



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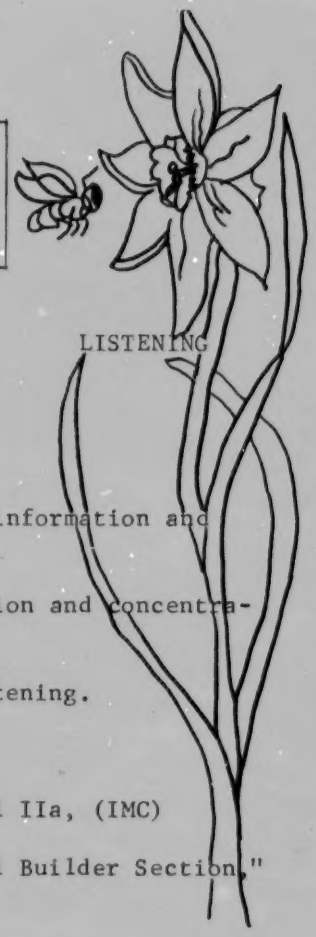


LISTENING

CONCEPT: Language is communication.

SKILLS:

1. Establish purposes for listening: enjoyment, information and evaluation.
2. Develop the ability to listen with discrimination and concentration.
3. Understand the characteristics of marginal listening.

AVAILABLE RESOURCES:

1. Listening Skills Program, Cassette Tapes, Level IIa, (IMC)
2. S.R.A. Reading Laboratory IIa, "Listening Skill Builder Section," Teacher Edition (IMC)
3. Filmstrips and Records:
   a. "Listening or Just Hearing" Set I, three records, six filmstrips (A-V Center)
   b. "Hear It and Write" Guidance Associates, two records, two filmstrips
4. Films: (A-V Center)
   #8-617 "Caterpillar" (20 min.)
   #4-517 "Magic of Communicating" (11 min.)

HELPFUL ACTIVITIES:

*1. Use the "Listening Skill Builder Section" of the teacher's guide to S.R.A. Reading Lab IIa to help students develop the ability to listen for information. Following the oral reading of each story, have the students answer the questions.

2. The film "Magic of Communicating" might be used to motivate students to use effectively the areas of listening, speaking, reading, and writing.

3. Start a bulletin board or scrapbook on the "SOUNDS OF PLACES." Have the students contribute pictures from magazines that suggest specific sounds associated with specific places.

4. Have the students imagine that they are in one of the places pictured on the bulletin board and write a short paragraph, sentences, or a poem about the sounds they might hear and how the sounds make them feel.

5. For each of the items listed below make up a name that would convince people to buy or use the product. Then make up another name that may create a negative feeling or view of the product.
   a. soap
   b. chair
   c. breakfast cereal
   d. soup
   e. automobile
   f. gum
   g. toothpaste
   h. bicycle
   i. tennis shoes
   j. bread

6. Ask the students to draw up "Wacky Ads" for a bulletin board to build an awareness of color and the power of words in advertising. These can be developed from original ads in newspapers, magazines, or television and changed around with the students using his own creative wording.

7. In a discussion of how sounds change meaning according to context, use the following list of sounds. Have the students tell whether the sounds are pleasant or unpleasant and why. Also, what could cause the opposite feeling?
   a. popcorn popping
   b. sizzling steak on the grill
   c. voices in a ball park
   d. laughter on the playground
   e. chalk on the board
   f. water splashing
   g. walking in wet shoes
   h. a bird
   i. a cricket
   j. a dog barking

8. Available through the A-V Center is a set of six filmstrips and 3 records entitled Listening or Just Hearing:
   "Listening or Just Hearing"
   "Sounds Show Feelings"
   "Listening to Get Directions"
   "Remember the Clues"
   "Getting the Main Idea"
   The use of this set provides an excellent detailed guide through the listening skills. Several extension activities are suggested on the reverse side of each record. Schedule use of this for a two-week period.

9. The film "Caterpillar" might be used effectively with this concept. This is an animated tale of a dancing caterpillar who plays the harmonica and becomes a star. Students should be encouraged to listen carefully to the development of mood through the music and background sounds.

10. Ask the students to listen carefully as you read a math story problem. Students should try to solve the problem without having it repeated.

11. Recipes need specific instructions. Ask the students if they could make up a recipe for something to eat. They must tell what things are needed and the order in which each step should be followed. Students should choose simple recipes such as a cold drink, a sandwich, a dessert made with ice cream.

*12. Encourage students to invent words and make sure each word has a specific meaning. They must use this word in a sentence. Have each student read his sentence to the class and members of the class listen to the context clues to determine the meaning of the invented word.

*13. Ask a student to volunteer to give exact directions to a place. Students should try to guess or identify the location from the given directions. This activity can be used to give directions from home to school and ask another student to repeat the exact directions.

14. Have the students choose a person from real life or a character from literature to emulate. The students should then orally describe their particular person and give reasons why they admire this individual.

15. Choose a student to call out a series of four or more directions, such as: Touch your toes without bending your knees, clap your hands twice, stand on your right leg and jump four times. After the directions are given, pick another student to execute the actions in the exact order given. If the student is unsuccessful, the same leader may continue or he may choose another.

*16. Working in pairs, students read a "How to Do" book or article on how to construct one simple thing. Then each student should read the directions aloud to his partner who in turn reads his. Each person then constructs what the other one directed.

17. After a discussion on listening, ask the students to make posters using a specific skill as a guide or title.

18. Point out to the class how noise can distract a listener's attention from what is being said. Ask several students to prepare brief talks on subjects they enjoy. Explain to these students that they should continue talking regardless of distraction. Then, secretly select a few students as distractors. (They can shuffle feet, squeak chairs, tap pencils, whisper or walk to the other side of the room, etc.) After the speaker has finished, several questions should be asked to test listeners' and also the distractors' recall. As a follow-up activity, repeat the talks by the same speakers without the distractors. Evaluate the talks through discussion as to the speakers' and listeners' reaction.

*19. The following exercise can be used from time to time to help students become more proficient in listening for sequence. Have the students interview each other about a happening. The students should be reminded to relate the events in sequential order. The interviewer then reports to the class while the person interviewed checks on the report for accuracy of sequence.

20. Listening to viewpoints.
Students should discuss the viewpoints certain people would be likely to have on selected subjects and why people would take those points of view. The people below would probably have different views on the subjects under which they are listed. Discuss what their different views might be.

a. bedtime
parents
a little brother
you
a babysitter

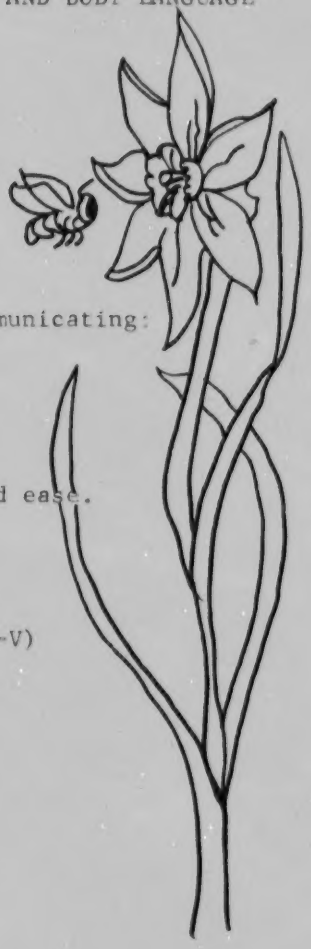
b. a school holiday
fourth graders
parents
teachers
a store clerk

c. a pet dog
parents
child
neighbors
mailman

d. bicycle riding
policeman
fourth grader
principal
motorist

21. The Listening Skills Program IIa provides a multi-level, multi-skill program consisting of twenty two lessons on tapes (IMC). The skills included are auditory discrimination, recall, following directions, sequence, main ideas, cause and effect, and creative listening.

22. The sound filmstrip Hear It and Write (A-V) makes children aware of sound and of the significance of word sounds in conveying meanings. The teacher's guide found with the set suggests many good activities to use with each filmstrip.



CONCEPT: Language is communication.

SKILLS:

1. Develop oral language through:
   a. logical organization of ideas.
   b. a purpose for speaking.
   c. correct usage and enunciation.

2. Recognize that body movements are forms of communicating:
   a. facial expressions
   b. gestures
   c. eye contact
   d. postures

3. Adapt to various situations with confidence and ease.

AVAILABLE RESOURCES:

1. Films:
   #4-250 "Story Acting Is Fun," (11 min.) (A-V)
   #16-523 "White Mane," (39 min.) (A-V)

2. Explora Tapes: #110, 117 (IMC)

3. Along Sunshine Trail

4. Magic Carpet

5. Using Good English, Laidlaw, pp. 230-231

HELPFUL ACTIVITIES:

*1. The tape recorder can be used to help a child improve his speaking habits. As an evaluative tool, ask each child to choose a selection from his reading or creative writing for recording. The teacher should organize the use of the cassettes for recording and evaluation at various times of the year.

2. Discuss the proper way to use the telephone. Refer to Using Good English, Laidlaw, pp. 230-231

3. Have the students work in pairs and express statements such as the following through gestures. The partner tries to determine the statement being acted out.
   a. Be quiet!
   b. Get up!
   c. Watch out!
   d. Come here!
   e. Don't sit on that chair!
   f. Not liking certain foods.
   g. It's your bedtime.
   h. Strike three, you're out!

   Students should add statements of their own to this list.

*4. As a pantomime activity, write each of the following activities on a separate 3 x 5 card. You may add additional ideas to this listing. Give a card to each student and challenge the student to act out the activity, using gestures and facial expressions but no words. The students in the audience should try to determine what activity the child is trying to communicate. Some activities are easier than others and might be given to students who seem less confident.

a. washing dishes
b. petting a dog or cat
c. doing homework
d. playing baseball
e. playing hopscotch
f. playing football
g. throwing snowballs
h. swimming
i. talking on the telephone
j. eating an ice cream cone
k. watching cartoons on T.V.
l. playing records
m. riding a three speed bicycle

5. Tell the students to look around on the way to school, on the playground, and in school for examples of ways that sound and sight signals are used instead of words. Use these ideas in a discussion activity.

6. Tape a conversation between two people. One person should be a victim of some misfortune (flood, auto accident); the other should be an interviewer.

7. After showing the film "Story Acting is Fun," have the students follow the understandings developed in the film and choose several everyday experiences, poems or stories to act out.

8. Feelings can be communicated through facial expressions and gestures. Have all the children show how they would indicate, without using words, that they were angry. Ask for volunteers to demonstrate other feelings such as happiness, sadness, friendliness, confusion, sulkiness. Ask the children for suggestions of other moods or feelings to be communicated without words.

9. For a classroom demonstration of sign language (non-verbal communication) a member of the Special Education Department will come into classrooms upon request.

10. Role playing or dramatic play often enables a child to become more secure in his environment. Some examples might be:
    a. A mother looking for her lost child at the fair.
    b. A teacher talking to two boys who have just eaten another child's lunch.
    c. An angry father punishing a child.
    d. A child missing the bus.
    e. A child receiving a puppy.
    f. A child being praised.

11. Explora Tape #110 examines acting out roles in games of make-believe, in imitations of real people, and in stage presentations. The lesson also discusses how to use facial expression, voice, and posture in dramatic roles.

    Following the use of this tape, encourage the students to choose an interesting person from their environment and pantomime their particular actions.

12. Another important use of oral language is in making introductions. Use creative dramatics techniques and allow the children to act out situations involving introductions. A practical use of the child's knowledge of introductions could be an introduction of the teacher and parents during open house in the fall.

13. Explora Tape #117 shows several ways that communication can break down because of confusing language. This lesson limits itself to verbal communication, and can be used here to explain the difference between verbal and non-verbal communication.

14. The Along Sunshine Trail literature book can be used for pantomimes, story discussions, etc.

15. The students might use The Magic Carpet when choosing literary characters for dramatization.

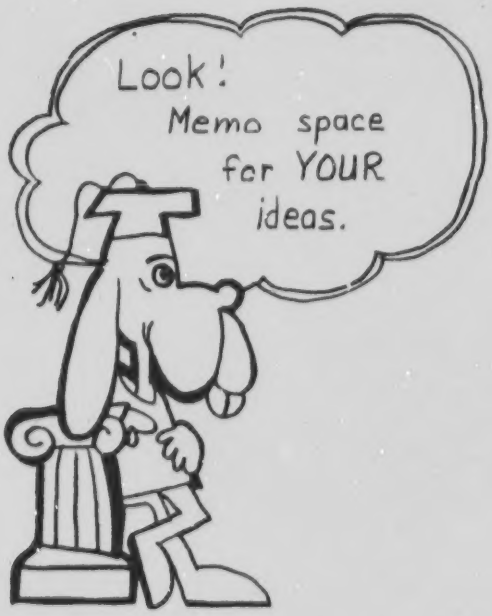
16. The film "White Mane" might be used with this concept. This film shows a young boy's friendship with a wild white stallion and how this friendship develops.

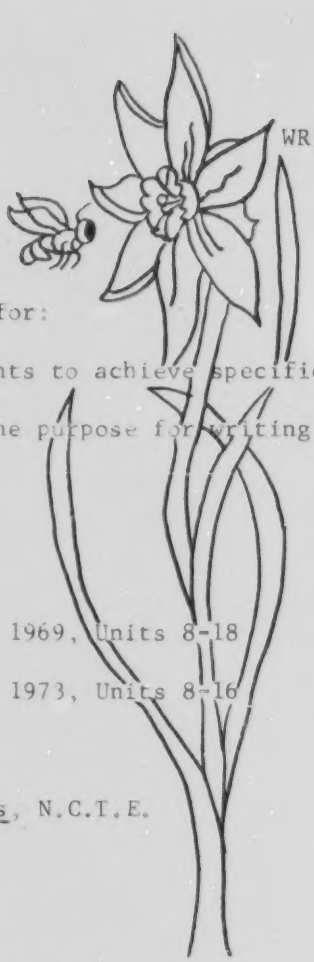
17. Divide the class into small groups. Ask each group to make a list of homonyms, select a set of homonyms and create a skit in which the meanings of the words cause confusion. (This activity will require several days of preparation.)

*18. An annual hobby show is excellent for oral English practice before the peer group. The teacher should discuss with the students how a good oral report is given. This activity includes planning of exhibit, telling about their hobby, and answering questions.

19. Make and listen to some recordings made of real news broadcasts from television. Ask students to take special note of such points as:
    a. the speed at which the announcer talks.
    b. the fact that he gets right to the point of his events.
    c. eye contact (based on television broadcasts seen by the students at home).

Students are asked to jot down on notecards any of the five W's, or other information they might need for a broadcast of another recent or local event (see News Broadcasts in "Written Language"). Push together desks to create a "TV" studio, and groups of students put on news broadcasts, each presenting one news item. After each broadcast, the class should evaluate their performance. Such things as volume, expression, enthusiasm, and eye contact should be discussed.





WRITTEN LANGUAGE

CONCEPT: Language is communication.

SKILLS: Use written language as a guide for:

1. expressing and shaping thoughts to achieve specific goals.
2. developing an awareness of the purpose for writing and the demands of an audience.
3. increasing sense of self.

AVAILABLE RESOURCES:

1. New Directions in English 4, 1969, Units 8-18
2. New Directions in Egnlish 4, 1973, Units 8-16
3. Flair
4. A Thousand Composition Topics, N.C.T.E.
5. Magic Word
6. Wishes, Lies, and Dreams
7. "Explora Tapes," #113, 114 (I.M.C.)
8. S. R. A. NEWS LAB (suggested use in grades 4, 5, and 6, for 2 to 3 weeks)
9. Sound Filmstrips: "Write a Story" (AV) Guidance Associates

HELPFUL ACTIVITIES: NOTE: (See composition section of this guide for more helpful activities.)

1. Have students keep a personal journal or log. Ask them to make a daily entry recording their personal feelings, ideas, and thoughts. Time should be allocated during the day on a regular basis for children to write in their journals.
2. As suggested in "Explora Tape" #113, have the students write a short letter expressing their views on pollution or some other ecological problem. Supply the students with names and addresses of officials to whom they could address the letter. The class may write a "Letter to the Editor" of the school or city newspaper.

*3. Correlate a field trip with written language by asking the students to write an article about the trip in the style of a newspaper reporter. Then some students might try to write a poem or song based on the same trip. Compare the usefulness of each form for a given purpose.

4. "Explora Tape" #114 focuses on word choice and interpretation of facts to show how writers and storytellers convey experiences. Ask the students to select one of the sentences from exercise four on the exercise page and write a complete story.

5. Students should be encouraged to share their creative writing experiences in various ways: illustrations, oral or silent readings, group discussions, informal conversations. A sharing time could be arranged with a primary teacher and her class. Another extension of this could involve the younger child telling a story to the fourth grade student who acts as the writer.

6. New Directions in English 4, "Compositions Units," provides many ideas and suggestions for written language.

7. In a unit on the newspaper, write to a local newspaper reporter and request a visit to your classroom.
   a. Pages 14-16, A Thousand Composition Topics, include many newspaper related activities.
   b. Pages 167-169, Flair, describe a newspaper-related activity.

*8. Request that the children bring as many intact labels or wrappers from home as they can. Working in groups of three or four students sort the labels and wrappers by category, e.g. bread wrappers, vegetable labels or wrappers, dairy product labels. Appoint a secretary in each group to record findings. Students should identify all the different kinds of information that labels and wrappers yield. Each group should summarize the information and report to the entire class.

*9. Request that students choose from their own composition folders a selection to share with and have evaluated by the class. Each child may determine what aspect of writing he wants evaluated - dialogue, colorful adjectives, challenging verbs, mechanics. Students may use the same procedure for teacher evaluation.

10. WRITE A POEM: On board, chart paper, transparencies, or ditto, write a poem such as "Colors are a Feeling," p. 205, from Wishes, Lies and Dreams. Delete every fifth word and ask the children to fill in the blanks. Later, they may write their own poems, deleting every fifth word, exchange, and let their classmates do the same to their poems. The same thing could be done by deleting every noun.

11. NEWS BROADCASTS AND NEWSPAPER STORIES: In Magic Word, pp. 307-308, there is an introduction to the way in which newspaper stories are written. Students should use this information to write newspaper stories. Encourage them to use "catchy" titles so that others will be interested in reading their articles. The five W's are given in each newspaper story. The five W's tell: Who did something?
    What happened?
    When it happened?
    Where it happened?
    Why or how it happened?

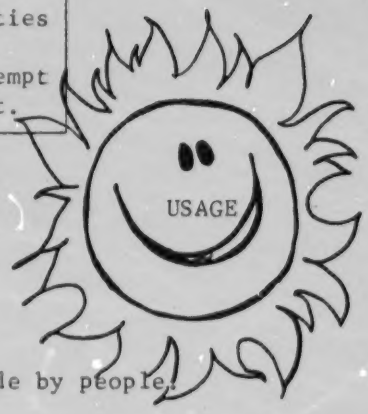
12. NEWSPAPER CARTOONS: Bring a large stack of newspapers to class. Let students cut out the cartoon strips they like best. Cut out the words that are used by the characters. Glue the cut-up cartoon onto a strip of white paper so that now blanks appear where words once were. Students now fill in the blanks with their own version of what is funny dialogue. One cartoon strip is never enough.

13. CLASS NEWSPAPER: All members in the class are reporters. They may report on anything of their choice including everything from want ads to make-believe stories. Four or five students should be selected for the editing committee. They will reread articles and make any necessary corrections. The lay out committee of three or four people will then copy the article on the ditto paper designed to resemble the format of a newspaper. Pictures would have to be drawn by the students. They will enjoy naming their own paper.

    -Darald Bothun

14. "Write a Story" (A.V.) is a three-part, multi-media program that has been designed to help students discover ideas for stories within their own experiences. This kit or a part of it may be used as a center in the classroom.
    a. "Put Yourself in This Picture" is a silent filmstrip component of the program.
    b. "There's Always a Story Inside You" is a sound filmstrip which helps students see the story ideas that may be found in their fantasies.
    c. A set of thirty laminated "What If" cards contains suggestions for story ideas.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.



CONCEPT: Language is constantly changing.

AIMS:

1. To recognize that changes in language are made by people.
2. To expand the idea of using language appropriate to a given occasion.
3. To examine some unusual uses of suffixes, and to consider why words come to be accpeted into common usage.
4. To introduce the term context and provide practice in recognizing how context can clarify or alter meanings of unfamiliar words, as well as situations in which the words are said.
5. To introduce the term out of context and how it relates to misinterpretation.

AVAILABLE RESOURCES:

1. New Directions in English 4, 1969
   Chapter 5, pp. 73-87; Chapter 6, pp. 89-101
2. New Directions in English 4, 1973
   Chapter 6, pp. 81-96; Chapter 7, pp. 97-109
3. In Other Words I, A Beginning Thesaurus
4. Thorndike - Barnhart Dictionary
5. Using Good English, Laidlaw
6. Magic Word Discovery Book, pp. 44, 45, 59, 60
7. "Explora Tapes," #120 (I.M.C.)
8. Filmstrips #758, #761, "Spelling" (A.V.)
9. Language Push-Ups, Level D, Harper Row
10. Basic Goals in Spelling, Kattmeyer and Claus (Level 5)
11. Diagnostic tests (See Appendix)

USAGE

HELPFUL ACTIVITIES:

1. To help students realize that old words disappear and new words develop, ask them if they think words such as television, radio, automobile, and airplane were used a hundred years ago. Ask students to think of other words that have come into our language in recent years and words that have changed in meaning as a result of being associated with new terms, e.g. space, capsule, launching-pad, A-OK.

2. Let students compose riddles in which they make up words and describe them. Let the class try to guess what the word means in context.

3. Write multiple meaning words on slips of paper. Place these slips of paper in a box. Have each pupil draw a slip of paper from the box and give a sentence using one meaning of the word. Have the pupil then call on a classmate to give another sentence with different meaning.

*4. It is suggested that at intervals during the year, children be given brief, specific creative writing assignments for the purpose of diagnosing their language usage problem. Refer to Appendix for the chart, "Oral and Written Usage Problems in the Elementary School."

*5. To reinforce the second aim, ask students to work in pairs. Each pair is responsible for dramatizing an appropriate and inappropriate way to dress and speak for a given occasion. For example, one pair of boys may choose hunting. One boy would dress in hunting clothes. The other would dress in tie, suit, etc. The first boy would speak as if he were a hunter: "Aim low, Sam." The second boy might say, "If you intend to kill that rabbit, Sam, it will be necessary to aim lower."

   The children will enjoy dressing for the different occasions and will appreciate the ludicrous contrast in situations.

6. The filmstrips, "Spelling - How Spelling Almost Ruined Mudville's Little League" (#126) and "Roots and Shoots" (#757) support aim #3.

7. The filmstrip "Increase Your Stock of Words" (#761) supports aims #4 and #5.

8. The filmstrips "Times and People Change Words" (#758) and "Words Then and Now" (#756) support aim #1.

*9. Pages 44, 45, 59, 60 in The Magic Word Discovery Book may be helpful in developing understanding in the use of suffixes.

10. Basic Goals in Spelling, Level 5, "Learn a People Word," is a useful source for studying the origins of words.

11. "Explora Tape" #120 shows the student how a person tailors his speech style to suit the situation. After listening to the tape, students should discuss the three suggested activities listed in the teacher's guide. The students might make a choice of one of the three activities to present to the class.

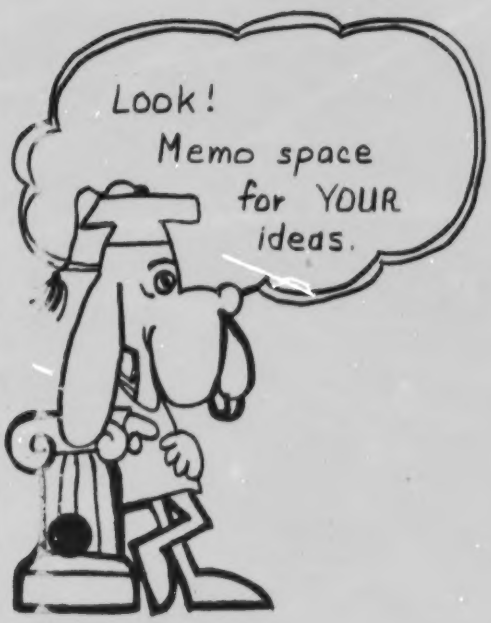
12. For students who need extra help with pronouns, use the information and activities in Using Good English, Laidlaw, pages 142-155.

13. For students who need extra help with certain verb families, use the information and activities in Using Good English, Laidlaw, pp. 222-229, 258-263, 276-281, 288-292.

14. For students who need extra help with subject and verb agreeing in number, use the information and activities in Using Good English, Laidlaw, pp. 204-211.

15. For students who need extra help with degree of comparisons of adjectives and adverbs, use the material in New Directions in English (1969), pp. 42-43; New Directions in English (1973), pp. 54-55; and Language Push-Ups, Performance Level D, p. 32.

16. Refer to Using Good English, Laidlaw, pp. 248-251, for information and activities on double negatives.



DIALECT

CONCEPT: Language is constantly changing.

AIMS:

1. To introduce the term dialect, what a dialect is, and dialect differences.
2. To introduce and expand the idea that the English language has many words which have their origins in other languages.
3. To explore the processes--historical, social, geographic, economic--which affect dialect development and change.
4. To examine and compare dialect differences in pronunciation, vocabulary, spelling, and expressions.

AVAILABLE RESOURCES:

1. New Directions in English 4, 1969, Chapter 9, pp. 133-148
2. New Directions in English 4, 1973, Chapter 10, pp. 139-147
3. "Explora Tapes," #112, #119 (I.M.C.)
4. Magic Carpet: "A Trip to Lancaster Market," pp. 114-122
   "Lost in the Apple Cave," pp. 242-252
   "Betsy's New Hat," pp. 262-270
5. Thorndike-Barnhart Dictionary
6. U.S., Canada, South America, World Wall Maps
7. Road Maps (optional, may be obtained)

HELPFUL ACTIVITIES:

1. The origins of the names of the days of the week and the months of the year could be used as an interesting project for individualized work to correlate with the science planetarium unit.
2. Place the following list of suffixes and their meanings on the board and ask the class to add as many place names as they can to each:
   --polis (Greek for city)
   --burg (German for city)
   --ville (French for town)
   --ham (Anglo-Saxon for home)
   --burn, courne (Anglo-Saxon for steam)

*3. An additional activity might be to place the following suffixes on the board and ask the students to find cities of the U.S. for each: field, port, land, wood, town.

4. Invite a foreign language teacher from one of the secondary schools to come to your class and speak to the children about the words in our language derived from his discipline.

5. Discuss with the class plays and musicals that depict life in the past. These productions temporarily revive outdated words; such words are seldom brought back into everyday speech. Play the recording of the Broadway Musical "Oklahoma." One line of the song "Surrey with the Fringe on Top," describes the surrey as "the slickest gig you ever did see." Ask the class to pick out other unfamiliar words or phrases in the selection.

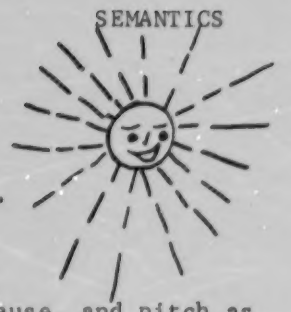
6. Read stories in Magic Carpet such as "A Trip to Lancaster Market," "Lost in the Apple Cave," or "Betsy's New Hat." Guide the reading of these stories and then assign the task of finding words which were common in these early American settings, e.g. porridge, rush basket, patchwork quilt, calico dress, iron latch, quinces, pannier, galoshes, shilling, pound, taffaties.

7. Ask if some students have neighbors or friends who might speak differently than most people in Rochester, e.g. a person from Holland, France, the South, the East. These people could be visited and their dialect taped. In class, study the examples and compare them in the class.

8. "Explora Tape" #119 tells how slang and dialect develop and gives examples from regional dialects. With the students, investigate British English, comparing it to American English. A list of comparable terms might be lift-elevator, underground-subway, lorry-truck, pillar box--mail box, pram-baby carriage, tin-can, boot-auto trunk, braces-suspenders, and telly-T.V.

*9. "Explora Tape" #112 explains how spoken and written language may have developed and continues to change. Following this lesson, students might do research on various kinds of codes and practice using each code to send messages.

SEMANTICS



CONCEPT: Language is constantly changing.

AIMS:

1. To distinguish fact from opinion in evidence.
2. To practice evaluating inferences.
3. To identify and use tone of voice, stress, pause, and pitch as signals of meaning in speech.

AVAILABLE RESOURCES:

1. New Directions in English 4, 1969
   Chapter 7, pp. 103-112
   Chapter 10, pp. 151-160
   Unit 11, pp. 258-263
2. New Directions in English 4, 1973
   Chapter 8, pp. 110-120
   Chapter 11, pp. 157-164
   Unit 12, pp. 274-279
3. "Explora Tapes" #108, #118 (I.M.C.)
4. Magic Word Discovery Workbook, pp. 90, 92-93, 111-112
5. Open Highways Think and Do Book 4, pp. 109, 123, 146-147
6. Films: (A.V. Center)
   "Haunted House," #8-632 (14 min.)
   "Buttercup," #4-591 (13 min.)
   "Once There Were Bluebirds," #4-582 (5 min.)

   Note: The films entitled "Buttercup" and "Once There Were Bluebirds" have been suggested for use here as an activity for helping children draw inferences from facts relating to ecology. These films are excellent for follow-up discussions and creative writing.

HELPFUL ACTIVITIES:

*1. Have pupils select current news items about people. Ask them to read the article to the class and have the class differentiate between fact and inferences made by the author.

2. Working in pairs, one child should point out an object in the classroom; the other child should write a statement of fact and a statement of opinion about the object.

3. Say each sentence below in several different ways, indicating that you are begging, demanding, whining, curious, indifferent, etc. Let students infer the situations from your tone of voice. As a follow-up activity have students write original sentences to read to the class.

I don't want any.
Please come home soon.
Are you sure?
Help me.
I'm sorry.
Close the door.
I didn't do it.
Who took my pencil?
The bell rang.
Did you hear me?

4. Set aside a time for jokes or riddles. Direct the children to listen to the pause structure of well-told jokes or riddles and discuss the effectiveness.

5. Use both pause and stress in this activity to give special importance to certain words. Read aloud and write on the board several examples such as: cantaloupe--can't elope; lettuce--let us; Andrew--Ann drew; Gray day--Grade A. The children will enjoy working in small groups making up a list of their own.

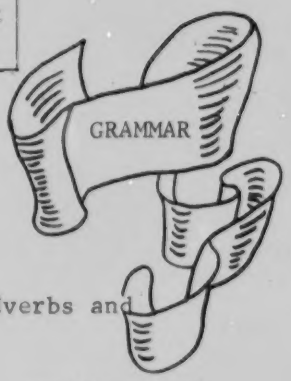
6. "Write an advertisement" activity.
Study the techniques involved in promoting a product; repetition of product name, celebrity endorsement, "power-packed" words, emotionally toned words, stress, coupons, prizes, appeal to age, sex, or interest.
Each student makes up an imaginary product, gives it a name, and defines its purpose. The student writes a radio advertisement, a magazine or newspaper ad with illustration, and designs and makes a three-dimensional example.

-Bob Farley

The above activity could be used with "Explora Tape" #118.

7. "Explora Tape" #108 introduces the term <u>inference</u> as a judgment or educated guess based on clues. A follow-up activity might be to have the student read a simple mystery story or use the film "Haunted House." Afterward, list the clues used to solve the mystery, putting them in the order in which they were discovered in the story. He then decides whether the mystery could have been solved using fewer clues; or in the case of the film, write the ending or solve the mystery.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.



CONCEPT: Language has a variety of structures.

SKILLS:

1. Recognize the form class words (nouns, verbs, adverbs and adjectives).
2. Demonstrate through writing sentences that form, position, and function of words are interrelated.
3. Recognize and use the basic pattern of English sentences.
4. Identify and use structure words.

AVAILABLE RESOURCES:

1. New Directions in English, 4, 1969, Chapters 3, 4, 5; Units 3, 4, 5, 6, and 7
2. New Directions in English, 4, 1973, Chapters 3, 4, 5; Units 3, 4, 5, 6, and 7
3. Using Good English, Laidlaw
4. "Explora Tape" #115 (I.M.C.)
5. Language Push-Ups, Level D, Harper and Row
6. Thorndike Barnhart Dictionary
7. Filmstrips: "Verbs and Their Subjects" #1202 (A-V Center)
   "Pronouns" #995 (A-V Center)
   "Adverbs" #998 (A-V Center)
   "Adjectives" #996 (A-V Center)
   "Nouns" #994 (A-V Center)
   "Verbs, A Strange New Brother" #136 (A-V Center)
8. Poly-Strip Sentences, Word Game

HELPFUL ACTIVITIES:

1. Prepare cardboard cubes or obtain several primary building blocks and on all six faces place common names of each of the four main parts of speech: nouns, verbs, adjectives, adverbs. The child rolls all four blocks and then must put them together into a complete sentence. Points could be given for each complete sentence. This game could be set up as a station activity.

-Joanne Swenson

2. Give pupils a short sentence. Underline the form class word to be patterned. Have pupils create a series of new sentences by substituting words of the same form class. These sentences could be taken from the individual child's creative writing, and the form class changed from noun, to verb, to adjective, to adverb, to develop the individual child's understanding.

3. Prepare two boxes. In one box, place a number of cards with incomplete sentences minus the form class word. In the other box, place specific form class word cards. Have a student draw one incomplete sentence from the first box and a form class word from the second box. The student tries to fit the form class word into the sentence so it makes sense. If it does not match, it is placed face up on the table and another pupil draws. This activity can be done with the entire class dividing into two groups and scoring in relationship to the number of sentences completed.

4. Ask the students to find and use in sentences words that can be used as a noun in one context and a verb in another.

5. Choose several photographs from New Directions in English to talk about. Be sure the photographs selected can be described with vivid words. Then list and place on the board as many adjectives as the students can think of to describe each photograph. The students may then choose one of the photographs and write a paragraph about it using as many of the adjectives as possible. This activity could also be used with adverbs.

*6. Write a list of words on the board or on a transparency and have the class write two sentences for each word. In the first sentence, use the word as a noun; in the second sentence as a verb. Examples are name, walk, dress, saddle, brush, light, wave, lock, and view.

*7. New Directions in English, 1969 edition, pp. 68, 69, and 71, and 1973 edition, pp. 76, 77, and 79, provide exercises to help the child recognize noun parts and verb parts.

8. Choose a paragraph from either the text or the child's creative writing and ask the children to pick out the nouns from the selection. When the students are finished, ask them to use each noun in another sentence of their own. This exercise could also be used when studying verbs, adjectives, and adverbs.

9. Divide the class into two groups. Have one group write a singular noun on one side of a strip of construction paper, and the plural form on the reverse side. The other group should write a verb on one side with an "s" (purrs) and on the reverse side a verb without the "s" (purr). A student from one group pairs with a student from the other group. They should decide how their two parts fit together; e.g. cats purr, boys walk, cat purrs, boy walks. Let the children read aloud the combination to hear as well as to see how the parts go together.

10. Read the poem "Wind is a Cat" p. 166, Magic Carpet. Ask the students to listen for the verbs. Make a list on the board and challenge the students to think of synonyms and possibly antonyms for each word in the list.

11. Design a section of a bulletin board (It need only be part of one). It might be headed, for example, "Combining Units." Divide board in two sections. Each Monday put a new unit on the left side. During the week encourage the children to add ending units on the right side: e.g.

COMBINING UNITS	
The children	sang happily shouted loudly gave a party

12. Let students illustrate their favorite thing or person -- at home, at school, on TV, in sports. Have them list as many adjectives as possible to describe illustrations. Then they should go back and add a new line of adjectives by changing each adjective to the comparative degree (er), e.g. happy, kind, busy mother; happier, kinder, busier mother. Finally students use the superlative ending (est), e.g. happiest, kindest, busiest mother.

13. "Explora Tape" #115 uses four word games to explore the meanings and function of words. Students should complete the student page and choose one of the four games to expand upon.

14. Each student writes a short paragraph without nouns. The students exchange papers and the second person fills in the space with nouns that make sense in the paragraph.

15. Explain rebus writing to the class. Place an example on the board and ask the students to write several sentences of their own, using pictures to convey the meaning of nouns and verbs.

16. Choose one of the poems provided in the "Literature: Choral Reading" section of this guide. Ask the students to pick out the colorful adjectives to use in a sentence of their own.

17. Have the students make a list of action words and draw pictures for each.

*18. On a transparency list the following structure words and ask students to orally use each correctly in a sentence.

about	and	for	on	under
across	before	from	or	until
after	but	of	to	with

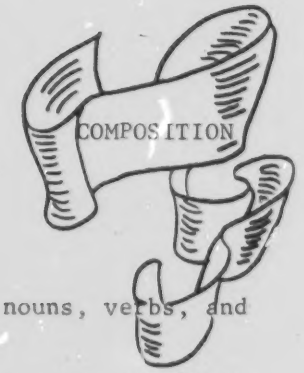
*19. Give students several sentences which contain structure words. Students could underline the structure words to show their ability to identify them. Some sample sentences are given here.
a. Marie put the shoe under the bed and called to her mother.
b. Nathan will walk across the street.
c. The old man limped around the corner and stopped at the candy store.
d. I will wait with my answer until morning, but it will be given before noon.
e. The children played in the park for one hour.
f. After school Jane talked to her principal about the problem.

20. Use the information and activities on structure words found in New Directions in English (1969), pp. 45-47, and New Directions in English (1973), p. 58. Several sentences involving structure words are found on page 58 of New Directions in English (1973), Teacher's Edition.

*21. Have students write five sentences, using as many structure words as they can. Then have students work in pairs, underlining all the structure words in the sentences written by the partner.

22. For additional activities on identifying and using structure words, refer to Language Push-Ups, Performance Level D, pp. 33 and 124.

23. Use the Poly-Strip Sentences word game with small groups. The game can be used to promote sentence structure, to recognize relationships among subject, verb, and predicate, to develop an awareness of punctuation usage, and to show creativity in combining words and phrases.



CONCEPT: Language has a variety of structures.

SKILLS:

1. Write the sentence as a unit of thought, using nouns, verbs, and modifiers, to communicate feelings.
2. Construct the paragraph as an idea unit, by noting relevant ideas in a given order.
3. Develop composition as an idea unit that may be expanded, but with continuity of thought.

AVAILABLE RESOURCES:

1. Organizing and Reporting Skills, S.R.A. Units 1 and 2
2. New Directions in English 4, 1969, Chapter 12, Units 8 - 18
3. New Directions in English 4, 1973, Chapter 13, Units 8 - 16
4. "Explora Tapes" #103 (I.M.C.)
5. In Other Words I, A Beginning Thesaurus
6. Slithery Snakes
7. A Thousand Topics for Composition, N.C.T.E.
8. Arbuthnot Anthology of Children's Literature
9. Open Highways Think and Do Workbook, 1965
10. Filmstrips: "Paragraphs - Henry Learns Something New" (#96) (A-V Center)

HELPFUL ACTIVITIES:

1. To point out the importance of titles, read several selections without titles to the class. Ask the class to suggest their own titles and list these on the board. Compare these suggested titles with the actual title. A suggested source might be the Arbuthnot Anthology of Children's Literature, using such references as fables by Aesop or tales by Hans Christian Andersen.
2. Students could write thunder and lightning stories as suggested in New Directions in English, 1969, p. 272 or stories about something funny that could happen in their world, New Directions in English, 1973, p. 27. Ask them not to disclose the titles they have chosen. Then after each student reads his story to the class, the class suggests titles. The author then reveals his chosen title for discussion.

3. Have each student choose a proverb and write a fable about it. Encourage the students to use animals for characters, letting them do anything a human can do. Encourage the students to have sentences lead from one idea to the next.

   Proverb examples:

   Too many cooks spoil the broth.
   A stitch in time saves nine.
   Haste makes waste.
   Grass is always greener on the other side of the fence.
   Honesty is the best policy.

*4. Choose titles such as the following from Slithery Snakes:

   The Day Tom Sawyer Painted My Fence
   The Advice Ben Franklin Gave Us
   Thumbelina Helps the School Nurse
   The Beverly Hillbillies Go On a Vacation
   Sailing the Seas with Christopher Columbus

   Discuss the ideas these titles bring to mind and have several children, working together in groups, write a paragraph using one of these titles. Caution students that they must keep to the subject.

5. Give the class story endings and have the students write the story in one short, concise paragraph. Example:

   ... That was fun. I'm going to do it again.
   ... Some guys have all the luck.
   ... I'm glad you won this time.
   ... Then I woke up.

6. Each sentence in "The House that Jack Built" builds on the previous one. Let the students tap out the rhythm as you read the selection aloud. Refer to New Directions in English, 1969 edition, p. 215 and New Directions in English, 1973 edition, p. 225. Ask the children to try writing a poem of their own with the same rhythm.

*7. Open Highways, Book 4, pp. 62, 67, 106, 107, 116, and 117, might be used to analyze the structure or main idea of the paragraph.

8. Use New Directions in English, 1969, p. 250; New Directions in English, 1973, p. 256, to show students how to use time-order to organize ideas. After reading and discussing the literary selections on these pages, ask the students to write a poem or story using time-order. Have them relate this to their own make-believe world, using the suggestions in the textbook. Remind them that the title and main idea should be related.

9. Paragraphs can be cut from old workbooks, magazines, and newspapers; then cut up into sentences and placed in envelopes which should be clearly labeled and coded so the paragraphs won't get mixed up. Each pupil should select a different paragraph envelope, after which he should arrange the enclosed sentences in good paragraph order. In some instances, several sentences might be arranged in a different order without destroying the coherence of the writing.

10. Pupils can create collages by using magazine pictures, printed labels or newspaper heads, colored construction paper, etc. Each child should select a general idea or title and then collect materials to create their collages around the idea. The collage pictures should set a mood or tone for subsequent paragraph writing.

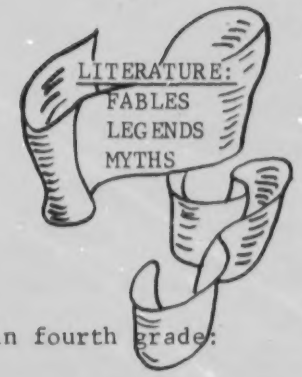
11. "Explora Tape" #103 explains what a symbol is, how symbols are used, and how they can be misleading. After discussing this lesson with the class, ask each child to choose a title or theme and collect or draw pictures of symbols to represent that title.

12. The filmstrip "Paragraphs, Henry Learns Something New" could be used as an introductory lesson on paragraphs.

*13. Unit one, "The Form of the Report," and unit two, "Sticking to the Point," of the Organizing and Reporting Skills, S.R.A. Kit can be used effectively with this concept.

*14. Ask the students to write a paragraph on how they make their favorite sandwich. Discuss the following points with the class:
   a. The first sentence tells what the paragraph is about. Sometimes it is helpful for the student to underline his key sentence. This helps him keep his attention on the main idea.
   b. The sentences should be arranged in an order that makes sense.
   c. Words such as first, then, next, and after help to show the order of sentence arrangement.

15. Have each student choose one of the situations below. In a paragraph of 4 or 5 sentences students should answer these questions: Who is the receiver of the information? What is the need for giving the information? What is the information? (This can be an oral activity.)
   a. A student has been absent for eight days. Write an explanation for such a lengthy absence.
   b. A friend wants to borrow a student's tape recorder. Write a note explaining how the recorder works and what the friend must look out for so the machine isn't damaged.
   c. A student is recovering from an accident he had on his bicycle. Write a letter to this person's cousin explaining the accident.
   d. A student has a chance to spend the day in the country. His parents are not available to give him permission. Write a note explaining why this person has gone from his home.



CONCEPT: Language has a variety of structures.

SKILLS:

1. Identify the different literary forms taught in fourth grade:
   a. legends
   b. fables
   c. myths
   d. fairy tales
   e. fantasies
   f. folktales
   g. plays
   h. poems
   i. animal stories
   j. novels
   k. biographies
   l. autobiographies
   m. riddles
   n. jokes
   o. newspapers
   p. journals

2. Recognize some characteristics of these literary forms through:
   a. reading a variety of examples.
   b. writing original selections illustrating each of these types.

AVAILABLE RESOURCES:

LEGENDS:

1. Magic Carpet
   "Lost in Apple Cave," pp. 242-252

2. The Arbuthnot Anthology
   "The Camp on the Big Onion," pp. 207-209

3. Film - #8-634 "The Legend of the Magic Knives"

4. Library books:
   Wao'ka, Jane L. Lathem
   The Golden Treasury of Myths and Legends, Anne Terry White
   Once More Upon a Totam, Christie Harris
   The Fire Bringer, Margaret Hodges
   Longhouse Winter, Hethe Jones
   Taliesin and King Arthur, Ruth Robbins

LITERATURE:
FABLES
LEGENDS
MYTHS

FABLES:

1. Magic Word, pp. 44-47

2. Arbuthnot Anthology
"Hercules and the Waggoner," p. 226
"Frog and the Ox," p. 227
"The Wind and the Sun," p. 228

3. Filmstrips:
"Aesop's Fables II" #2959
"Fables for Children" #1802

4. Spoken Arts Cassettes: "Aesop's Fables" #772

5. Library Books:
Tree Rolls and One Doughnut, Mirra Ginsburg
Aesop's Fables, Anne Terry White
Aesop's Fables, V. S. Vernon Jones
The Fox That Wanted Nine Golden Tails, Mary Knight

6. "Aesop's Fables" #511

MYTHS:

1. Along Sunshine Trail
"Why Wild Roses Have Thorns," pp. 151-154

2. New Directions in English 4 (1969)
"Apollo, Sun God," p. 199
"Master of Song," pp. 210-211
"Origin of the Stars," p. 224
"Why We Have Winter," p. 236
"How The Winds Were Born," p. 240
"The Family of Gods," p. 252
"Why The Sea Is Salty," p. 264
"Why Rivers Never Stand Still," p. 267
"Pandora's Box," p. 276
"Arachne," p. 282

3. New Directions in English 4 (1973)

4. Library books:
The Sun Is a Golden Earring, Nathalia Maree Belting
The Golden Touch, Nathaniel Hawthorne
Demeter and Persephene, Penelope Proddow
The Golden Treasury of Myths and Legends, Anne Terry White
Raven Creator of the World, Ronald Melzack
Daedulus and Icarus, Penelope Farmer
Persephone, Bringer of Spring, Sarah F. Tomaino
Pandora's Box; The Paradise of Children, Nathaniel Hawthorne

HELPFUL ACTIVITIES:

1. The following activities are suggested for student use:
   a. Draw a map showing the main character's travels or showing where the story took place.
   *b. Write a review of your story, telling what it's about and why others should or shouldn't read it.
   c. Rewrite a description from the story making it more vivid.
   d. Write a new and different ending for the story.
   *e. Pretend you're the author. Make a speech telling why people should read the story. (5 minute limit)
   f. Tell in writing which character you would like for a friend and why.
   *g. Write your own story based on an idea you get from the story/book.
   h. Make a mobile with a coat hanger and pictures of scenes from your story or characters from your story.
   i. Compare the setting of your story with <u>your</u> environment.
   j. Write a poem describing a character, setting or incident in the story/book.
   k. Draw a series of pictures depicting the story.
   l. Make a poster (either flat or three-dimensional) which shows a scene or stimulates interest in a story.

2. Discuss fables with the class and explain that fables are characterized by the use of animals and always teach a lesson. A sentence at the end usually states what the lesson is. Ask students to write fables of their own. Some examples:
   a. Slow and steady wins the race.
   b. No one believes a liar.
   c. Don't count your chickens before they hatch.
   d. United we stand, divided we fall.
   e. A small friend can be a great friend.
   f. Think before acting.

3. Use <u>Flair</u>, p. 102, "Mabel's Fables," for writing fables.

*4. Ask the students to choose from their own creative writing an example of a myth, fable, or legend for evaluation by the teacher.

*5. To study fables, assign the reading of pp. 44-47 in <u>Magic Word</u>. Read to the class fables in <u>The Arbuthnot Anthology</u>, "Hercules and the Waggoner," p. 226; "Frog and the Ox," p. 227; "The Wind and the Sun," p. 228. Show the filmstrip "Aesop's Fables II" (#2959), "Fables for Children" (#1802) and play the Spoken Arts Cassette "Aesop's Fables." This chart could be reproduced for the students use.

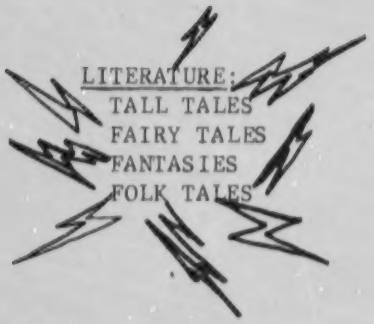
Title	Impersonal Characters	Lesson

*6. Assign the reading of the myths in New Directions in English (1969), pp. 199, 210-211, 224, 236, and New Directions in English (1973), pp. 209, 220-221, 234, 246. As an individual activity, ask the children to fill in this chart. (Reproduce this chart on board, ditto or transparency.)

Title	People	Time	What does this myth explain
p. 199	e.g. Greeks		
pp. 210-211			
p. 224			
p. 236			

*7. "Lost in Apple Cave," Magic Carpet, pp. 242-252, and "The Camp on the Big Onion," The Arbuthnot Anthology, pp. 207-209, are legends with two different treatments. The first story is written in the third person and the second story is written in the first person. A suggested activity is to read "The Camp on the Big Onion" to the children; then ask the students to read "Lost in Apple Cave." Have the students verbalize the difference in style of the two stories. Help them see that through whose eyes the story is told affects the readers' opinion of characters and events.

8. Use the film "Legend of the Magic Knives" following activity #7. This is a third treatment of a legend as a visual and aural exercise in the appreciation of legends.



AVAILABLE RESOURCES:

1. New Directions in English 4 (1969)
   Excerpt Elves and Ellefolk, Fairy Tale, pp. 260
   Folktale (No Title), p. 270

2. New Directions in English 4 (1973)

3. Along Sunshine Trail
   "A Halloween Story," pp. 142-149
   "The Little Dragon," pp. 168-177
   "Mother Christmas," pp. 178-183
   "The Old House," pp. 186-193

4. Magic Carpet
   "The Lion," pp. 8-11
   "Donkey Fever," pp. 12-19
   "How the Little Old Woman Saved Her Last Match," pp. 22-27
   "Boots and His Brothers," pp. 30-38
   "Gudbrand-on-the-Hillside," pp. 39-46
   "Mr. Murdle's Large Heart," pp. 47-56
   "Brer Rabbit and the Tar Baby," pp. 58-64
   "The Mystery of Egbert," pp. 76-84
   "Serapina Takes Charge," pp. 85-94
   "The Enchanted Rabbit," pp. 176-184
   "The Lad Who Went to the North Wind," pp. 185-190
   "Snow-White and Rose-Red," pp. 191-199
   "The Sorcerer's Apprentice," pp. 200-201
   "Cats for Kansas," pp. 272-279
   "Amazing Ships and Sailors," pp. 280-286
   "The Bear and the Wildcat," pp. 287-290
   "Tonino and the Fairies," pp. 202-207
   "The Ogre That Played Jackstraws," pp. 210-215
   "Rumpelstiltskin," pp. 216-222
   "Building the Rockies," (Paul Bunyan) pp. 291-297
   "Febold Feboldson and His Remarkable Animals," pp. 299-307
   "The Blizzard of '98," pp. 308-312

5. Library books: Folk Tales
   Cat Tales, Natalia Maree Belting
   Dramatized Folktales of the World, Sylvin E. Kamerman
   The Hodge Podge Book, Duncan Emrich
   The Knee-High Man, and Other Tales, Julius Lester
   Cherokee Animal Tales, George Scheer
   The Three Sneezes and Other Swiss Tales, Roger Duvoisin
   Three Apples Fell From Heaven, Virginia Tashjiam
   Animal Folktales Around the World, Kathleen Arnott
   The Ox of the Wonderful Horns and Other African Folktales, Bryan Ashley

LITERATURE:
TALL TALES
FAIRY TALES
FANTASIES
FOLK TALES

A Choice of Magic, Ruth Manning-Sanders
Tales of Nisse From Timsgaard, Virginia Jensen
How the Moon Began, Grimm

6. Library books: Fairy Tales
Fairy Elves, Robin Palmer
Leprechaun Tales, Kathleen Green
Favorite Fairy Tales Told in Denmark, Virginia Haviland
Favorite Fairy Tales Told in Greece, Virginia Haviland
D'Aulaires Teolls, Ingrid 'Aulaire
Beauty and the Beast, Phillippa Pearce
Leprechaun Tales, Kathleen Green
The Sleeping Beauty, C. S. Evans
About Wisemen and Simpletons, Jacob Grimm
Seven Day Magic, Edward Eager

7. Sound Filmstrips:
Series 3, Children's Folktales (set of six) "Paul Bunyan, Johnny Appleseed, Casey at the Bat, John Henry, Pecos Bill, The Legend of Sleepy Hollow"
"The Adventures of Pecos Bill," Guidance Associates
"The Boy Who Could Do Anything," Guidance Associates

8. Spoken Arts Cassettes:
#774 "Gulliver's Travels"
#767 "Tumbelina"
#743 "A Christmas Carol"
#745 "The White Trout"
#770 "Huckleberry Finn"
#769 "The Frog Prince"
#768 "The Three Sillies"
#771 "The Beginning of the Armadillos"

9. "Explora Tapes" #109, #111 (I.M.C.)

HELPFUL ACTIVITIES:

1. The following activities are suggested for student use:
a. Construct a minature stage setting for a scene in a book or story.
b. Create a series of illustrations for a book.
*c. Write a colorful description of one of the characters in the book.
d. Make a list of new words and expressions taken from the story or book and share with the class.
e. Write a letter to a friend and recommend a story or book that you have especially liked.
f. Plan and present a puppet show to illustrate a story or book.
*g. Dress as one of the characters in a book and tell about yourself.
h. Dress dolls as characters in a book.
i. Construct a diorama to represent a scene from the story.

LITERATURE:
TALL TALES
FAIRY TALES
FANTASIES
FOLK TALES

*2. Ask students to write a tall tale about an animal. They may wish to create a make-believe animal and give it a name.

3. Use New Directions in English (1969), page 275 and New Directions in English (1973), p. 255, for unusual story title ideas.

4. "Explora Tape" #109 suggests that make-believe almost always contains elements of the real world. To help the students distinguish between reality and fantasy, use activities one and two in the teacher's guide of "Language Arts Exploration."

5. After completing "Explora Tape" #111, each student should select a slip of paper on which the teacher has written brief descriptions of fantasy situations. The student makes up a story, trying to incorporate the fantasy detail in a believable manner. He reads or tells the story to the class and they should try to guess which detail is the assigned one.

LITERATURE:
POETRY
CHORAL READING
PLAYS

AVAILABLE RESOURCES: POETRY:

1. Magic Carpet
2. Along Sunshine Trail
3. Magic Word
4. New Directions in English 4
5. Flair
6. Wishes, Lies, Dreams
7. Film: #4-2, "Making Haiku," 8 min. (A.V.)
8. Sound Filmstrip: #1805, "Poems For Children," (A.V.)
9. Library Books:
   The Nonsense Book, Duncan Emrich
   Hey Bug! and Other Poems About Little Things, Elizabeth Itse
   Oxford Book of Poetry for Children, Edward Blishen
   For Me To Say, David McCord
   Pick Me Up, William Cole
   Poetry of Earth, Adrienne Adams
   Small Poems, Valerie Worth
   Pied Piper of Hamlin, Robert Browning
   More Cricket Songs, Harry Behn
   Don't Tell the Scarecrow? Other Japanese Poems, Issa
   A Few Flies and I, Issa
   A Twister of Twists, A Tangler of Tongues: Tongue Twisters, Alvin Schwartz
   For Me To Say: Rhymes of the Never Was and Always Is, David McCord
   Oh, That's Ridiculous, William Cole
10. Choral Reading:
    Along Sunshine Trail, "Teacher's Guide"
    Magic Carpet, "Teacher's Guide"
11. Plays:
    Along Sunshine Trail, "Children's Theater," pp. 196-230
    "Explora Tape" #102 (I.M.C.)
    The Story Plays, Harcourt, Brace, Javanovich
12. Library Book:
    Puppets Shows Using Poems and Stories, Laura Ross

LITERATURE:
POETRY
CHORAL READING
PLAYS

HELPFUL ACTIVITIES: NOTE: The following ideas could be used throughout the year to motivate students to write poetry.

1. Wish poems--each line begins with I wish
2. Dream poems
3. I use to be but now
4. Comparing things--_____ is like _____.
5. If I were poems
6. Name poems--name written vertically, each letter begins a new line
7. Alliterative poems--each line has many words beginning with the same letter
8. Homonym poems--used in each line, e.g. read/red, I'll-isle, not, knot
9. Code poems-set up a code of certain words
10. Math poems--substitute words for number in an equation
11. Advertising poems
12. Biography poem on someone in the class
13. T. V. program poems
14. Cut out poems-cut out words from paper, magazines etc. - put together in poem
15. Plagiarism poems-pick sentences from books, etc. and arrange into a poem
16. 'Copy-cat' poems-read a poem to class or each other and try to copy as much as they heard, as near as possible
17. Fill in the blanks poem-copy parts of a short poem leaving blanks to fill in later
18. Hello/Goodbye poems, each line begins with the word
19. Lost/Found poems

LITERATURE:
POETRY
CHORAL READING
PLAYS

20. I remember poems

21. Opposites--use antonyms in each line

22. Either/or poems-each line

23. Inside and outside poems (same line)

24. Color poems

25. Quiet poems, Noise poems

*26. This list of poems illustrates "free verse" and "traditional verse." The suggested emphasis for this activity is to help children recognize that both forms, when read orally, are read like prose. Alert the children to observe the punctuation. The mood or imagery of each poem is better appreciated if children can learn to avoid dropping their voices automatically at the end of each line. *After much oral practice, the children might enjoy taping and comparing their readings.

Magic Word (1960)
"Polar Bear," p. 115 (traditional)
"Buffalo Dusk," p. 210 (free)
"Circles" p. 242 (free)
"Footprints," p. 292 (free)
"Swift Things are Beautiful," p. 382 (traditional)

New Directions in English (1969), (1973)
"Prelude I," p. 234 (traditional), p. 244
"The Stars are Silver Reindeer," p. 222 (free), p. 232
"Night of Wind," p. 216 (free), p. 226
"Blow, Bugle, Blow," p. 238 (traditional), p. 248
"Henry King Who Chewed Bits of String, and Was Early Cut Off in Dreadful Agonies," p. 252 (traditional)

27. "Explora Tape" #102 introduces poetry as a sound game. It illustrates using sound clues to identify situations, gives examples of tongue twisters, and illustrates rhythm patterns and word patterns in poetry. The student does the activity suggested at the end of the tape story and may eventually work the sounds and rhythms into a poem.

28. Write a poem about your city and make a metaphor by using a verb that does not naturally go with the noun you are using. Examples might be: clouds dance, flowers sing, trees talk, fish run, butterflies babble.

29. Students should think of some silly things that have accidentally happened to them. Then draw a picture showing what happened and write a short poem telling about the picture.

30. Use Flair, section IV, "Poetry Pointers," for ideas on several poetry forms such as: Couplets, Triplets, Cinquains, Limericks, Haiku, Senryu, Sijo, Tanka, and Diamante.

31. Read poems to the class about animals. Ask the students to draw a picture showing how an animal might look at a human.

*32. Ask the students to select a favorite poem of their own for choral reading. The poems should be divided into various parts. The parts could then be assigned to individuals or groups for reading. The following questions should be considered when arranging choral readings.
    a. Which words sound best in chorus?
    b. Which words sound best in solo voice?
    c. Which parts of the poem should be read softly or loudly?
    d. Which parts of the poem should be read quickly or slowly?
    e. Where are the best places to pause?

33. Students might enjoy correlating the four poems in Along Sunshine Trail, pp. 223-225. These four poems could be put together into a type of rythmic dance with choral reading accompaniment. A plan for developing this can be found on page 76 of the "Teacher's Guide."

34. In studying the structure of the play-action, character, setting and purpose, the section on plays in Along Sunshine Trail is most helpful. "Sourdough Sally," pp. 267-281, Magic Word, is another good play.

LITERATURE:
CHORAL READING

NOTE: These poems may be used for choral reading.

THE PIRATE DON DURK OF DOWDEE

Ho, for the Pirate Don Durk of Dowdee!

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

--Mildred Plew Meigs

LITERATURE:
CHORAL READING

ALLIGATOR ON THE ESCALATOR

Through the revolving door

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

---Eve Merriam

BAM, BAM, BAM

Slam, slam, slam.

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

---Eve Merriam

LITERATURE:
ANIMAL STORIES
AND OTHER STORIES

AVAILABLE
RESOURCES:

1. Along Sunshine Trail
   "Gordon the Goat," pp. 10-17
   "Maggie, a Mischievous Magpie," pp. 19-30
   "The Bear Is a Hero,"pp. 32-43
   "The Adventure in the Cave," pp. 45-53
   "Benjamin and Whiskers," pp. 54-65
   "Money for Honey," pp. 68-82
   "Two Dining Rooms," pp. 84-98
   "A Hike in the Woods," pp. 100-110
   "Round Up Time," pp. 111-122
   "The Rocking Monkey," pp. 124-140
   "Staying Alone," pp. 232-245
   "That Noisy Boy," pp. 248-257
   "Johnny and the Indians," pp. 259-269
   "Zebedee, Fisherman," pp. 285-293
   "Mama Mia's Birthday," pp. 294-302
   "Pancho," pp. 304-309
   "Cow Bells Sing," pp. 310-318
   "Their First Igloo," . 320-340

2. Magic Carpet
   "Pino and Paint," pp. 95-104
   "Comache and the Fire," pp. 106-113
   "A Trip to Lancaster Market," pp. 114-122
   "Chi-Wee and the Pinyon Nuts," pp. 123-130
   "When Glory Went to Peddle Pine," pp. 131-141
   "Town Moose," pp. 142-150
   "Kitten-in-a-Basket," pp. 224-231
   "Little Quenkel Friends," pp. 232-241
   "Sheep Shearing," pp. 253-261
   "Betsy's New Hat," pp. 262-270
   "Any Old Junk Today," pp. 314-323
   "The Fish Money," pp. 324-331
   "Whopper," pp. 332-340
   "Judy Grows Up," pp. 341-348
   "The Mayflower Spaniel," pp. 353-360
   "A Good Traveller," pp. 361-367
   "Breakfast with Buffalo Bill," pp. 368-374

3. Library Books:
   Aise-ce-bon, A Racoon, Lillian Brady
   Rascal, Sterling North
   A Zoo for You, Winifred and Cecil Lubell
   Giants in the Animal World, Benjamin Boua
   Animals Do the Strangest Things and Others in the Series, L & A Hornblow
   The Giant Panda, Lynne Martin

HELPFUL ACTIVITIES:

1. The following activities are suggested for student use:
   a. Make and decorate a book jacket. Write an advertisement to accompany the book. As a class project prepare a book fair to share books with other classes.
   b. Draw a series of pictures on a long sheet of paper and put it on a roller for a "movie" of the story.
   c. Plan a pantomime and have other students guess tht title of the story book.
   d. Write a set of questions and answers to check the comprehension of someone else who reads the book or story.
   e. Make a model with clay, soap, or wood to represent something or someone in the book.
   f. Construct a diorama to represent a scene from the story.
   g. Write a story or poem from the point of view of an animal.

2. The excerpt "Comanche and the Fire" in Magic Carpet was taken from Will Rogers, the Boy Roper. Some students may want to read the book and share other episodes with the class. Will Rogers once said, "I never met a man I didn't like." The class might like to discuss what they think this means, and what it tells us about Will Rogers.

3. After the students read the story "Kitten-in-a-Basket," Magic Carpet, they might write about some adventure they have had with their kitten or other pet.

4. The story "Any Old Junk Today," Magic Carpet, will motivate students to think about the things they like to save which are considered junk by others. A room display of the student's "Favorite Junk" could provide an interesting topic of conversation for the classroom. Each student could present a short speech to the class on his "favorite junk."

*5. "Staying Alone," Along Sunshine Trail, is a true story based on the adventures of Laura's childhood days on a lonely prairie in Minnesota. The students may want to make a reproduction of a covered wagon, tell another adventure of pioneer days, draw a picture of their favorite scene in the story, or construct a diorama showing such things as the dugout, haystack, and barn.

6. Before beginning the reading of "Johnny and the Indians," tell the class that this is a true story based on the information contained in a diary of the seventeenth century. Read an excerpt from Henry Wadsworth Longfellow's "Hiawatha" contained in the "Teacher's Guide" for Along Sunshine Trail.

LITERATURE:
BIOGRAPHIES
AUTOBIOGRAPHIES

AVAILABLE RESOURCES:

1. Open Highways
   "The Story of Mulberry Bend," pp. 25-34
   "Ideal American," pp. 35-38
   "The Great Almost," pp. 98-102
   "The Wright Brothers," pp. 103-108
   "The Talking Mill" (Samuel Morse), pp. 199-208
   "A Boy and His Dog" (Abe Lincoln), pp. 216-225
   "First in Peace" (George Washington), pp. 262-269
   "Dolly Madison," pp. 272-275
   "Children in the White House," pp. 276-284
   "Dr. Dan," pp. 324-329
   "The Story of Annie Oakley," pp. 390-404

2. More Roads to Follow
   "The Girl With Three Names"
   Captain Smith of Jamestown, pp. 157-172
   "Abe Lincoln," pp. 140-153
   "Sequayah's Talking Leaves," pp. 128-139

3. Along Sunshine Trail
   "Bill Cody," pp. 271-280

4. Ventures
   "The General and The Dog" (Washington), pp. 107-110
   "The Big Cheese" (Thomas Jefferson), pp. 154-162
   "White House Christmas" (Roosevelt), pp. 165-171
   "Benjamin West," pp. 248-256
   "Lincoln: A Big Man," pp. 265-272
   "The Good Neighbor" (Jane Adams), pp. 275-292
   "They Called Him the Iron Horse" (Lou Gehrig), pp. 293-301

5. Vistas
   "Paul Revere - Famous Spy," pp. 260-273
   "Frontier Doctor," pp. 279-290
   "Helen Keller," pp. 394-490

6. Library Books:
   Abraham Lincoln: For the People, Anne Colver
   L.B.J. Picture Story of Lyndon Baines Johnson, Bernard Bard
   Meet Thomas Jefferson, Marvin Barrett
   Theodore Roosevelt: Man of Action, James C. Beach
   Franklin D. Roosevelt: Four Times President, Wyatt Blassingame
   Look It Up Book of Presidents, Wyatt Blassingame
   Meet Abraham Lincoln, Barbara Cary
   John F. Kennedy: Young Statesman, Lucy P. Frisbee
   Great Jewish Women, Elma E. Levinger
   Susan B. Anthony: Pioneer in Women's Rights, Helen Peterson
   Squanto, Friend of the Pilgrims, Clyde R. Bulla
   Pocahontas, Aulaire

LITERATURE:
BIOGRAPHIES
AUTOBIOGRAPHIES

Powhatan, Kay B. Nee
Pontiac: Young Ottawa Leader, Howard H. Peckham
Pocahontas: Brave Girl, Flora W. Seymour
Marie Tallchief, Tobi Tobias
Amos Fortune Free Man, Elizabeth Yates
Helen Kellers' Teacher, Mickie Davidson
Mickey Mantle Slugs It Out, Julian May
Martin Luther King Jr., Margaret Jones
Andrew Jackson, Elizabeth P. Meyers
Grandma Moses: Favorite Painter, Charles P. Graves
Bobby Orr: Sports Hero, Marshall and Sue Burchard
Johnny Bench: Sports Hero, Marshall and Sue Burchard
Tony Conigliaro: Up From Despair, Robert Rubin
Hockey Heros: The Games Great Players, George Sullivan
Champions of Sports: Adventures in Courage, George Vass
Malcolm X, Arnold Adoff
Charlotte Forten: Free Black Teacher, Esther Douty
George Washington Carver: Negro Scientist, Sam and Beryl Epstein
Mumbet: The Story of Elizabeth Freeman, Harold W. Felton
Benjamin Bannaker, The Man Who Saved Washington, Claude Lewis
Booker T. Washington: Ambitious Boy, Augusta Stevenson

HELPFUL ACTIVITIES:

1. To supplement the study of biographies, ask the students to interview a friend in the classroom and write a biography about this person. Display these on the bulletin board.

2. Students could write their autobiography and these could be displayed with their picture.

3. Give the students a list of the following activities to choose from:
   a. Dress as and pretend to be the person in the story/book and tell the class about yourself.
   b. Draw a comic strip that tells about the person's life.
   c. Make a time-line and put the important events of the person's life on it.
   d. Write three letters to a friend that you think your person might have written during his life.
   e. Pretend that you are writing a diary that this person might have written. Your "diary entries" may all be from the same week or year or they might be from different years in the person's life.
   f. Pretend that you are writing a newspaper article about your person. Remember the head line. Perhaps your article will be just about one thing in the person's life--or perhaps it will tell all about the person's life.

g. With another person who reads the same story/book, write and put on a short play about the person you read about.
h. Give a creative report to the class, thinking of different ways to tell the class about the person you read about.

4. The unit approach could be used in the study of biographies. Select several titles from the resources listed and distribute this list to the students. After the students have read the biographies that interest them the most, they could write a brief summary of each story to be put in booklet form upon completion of the unit.

5. Ask a small group to plan a panel discussion in which they discuss the lives of famous people about whom they have read. The discussion may include:
a. a contrast of the childhood of the people
b. what may have happened to influence their later life
c. what they did to become famous
d. what struggles they faced to accomplish their goals

*6. Each student could make a biographical dictionary including the people about whose lives he has read during the year. Include place of birth, special characteristics and deeds for which the person is famous, hobbies and anything of special interest. Alphabetical arrangement with last names first is necessary. This could be a class project or an individual project.

7. The students may choose to write a book review using the following outline or working out a similar one:
a. title
b. author
c. where and when the story takes place
d. main characters
e. the most interesting thing that happened
f. why the book was enjoyable

8. Ask the students to draw a portrait or picture of a favorite person they have read about and write a sentence or two about why the person became famous. These could be used as a bulletin board display.

9. For studying biographies, use the excerpts based on complete biographies of Abraham Lincoln in Magic Word, pp. 27-32, Houdini in Magic Word, pp. 79-86; and Bill Cody in Along Sunshine Trail, pp. 271-280. The students could imagine that they lived near one of these individuals and write a letter to a friend telling about their friendship with this famous person.

10. Library Book Reports:
The student writes the title of the book, name of author, and a short summary on a colored piece of construction paper. The paper is looped to form a link. As a child completes books, he adds links to form a chain, as in a large Christmas tree chain. Each child can make his chain grow. They can be displayed in the classroom.

--Char Davis

LITERATURE:
FICTION

Additional Library Resources:

1. Tip Off to Win, Luther F. Addington
2. Face-Off, Matt Christopher
3. Lucky Seven: Sports Stories, Matt Christopher
4. Stand Up Lucy, Elizabeth Hall
5. Dakota Sons, Audree Distad
6. Lucky Ghost Shirt, Teri Martini
7. Socks, Beverly Cleary
8. Doodle and the Go Cart, Robert Burch
9. From The Mixed Up Files of Mrs. Basil E. Frankweiler, Elaine L. Konigsburg
10. Kristy's Courage, Babbis Friis - Baastad
11. Tales of a Fourth Grade Nothing, Judy Blume
12. Ribsy, Beverly Cleary
13. Henry Huggins, Beverly Cleary
14. Case of the Ticklish Tooth, Scott Corbett
15. Charlie and the Chocolate Factory, Roald Dahl
16. James and the Giant Peach, Roald Dahl
17. Charlie and the Great Glass Elevator, Roald Dahl
18. Smoke Above the Lane, Delong
19. Edward Hoppy and Joe, Lawson
20. Room 10, Agnes McCarthy
21. Mystery in the Old Cave, Helen Orton
22. Encyclopedia Brown, Donald J. Sobol
23. Shy Stegosaurus of Cricket Creek, Evelyn Sibley
24. Mystery in the Sand, Gertrude Warner
25. Boxcar Children, Gertrude Warner
26. The Trumpet of the Swan, E. B. White
27. Charlotte's Web, E. B. White
28. Little House in the Big Woods, Laura Wilder
29. All Titles, Laura Wilder
30. Farmer Boy, Laura Wilder
31. Danny Dunn and the Weather Machine, Williams and Abrackkin
32. 51 Sycamore Lane, Marjorie Weiman Sharmat
33. Getting Something on Maggie, Marjorie Weiman Sharmat
34. A Visit with Rosalind, Marjorie Weiman Sharmat
35. Otherwise Known as Sheila, The Great, Judy Blume

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Refine dictionary skills. (M)
2. Emphasize alphabetical order. (F)
3. Use of guide words. (F)
4. Use of phonetic respellings and pronunciation key. (F)
5. Identify multiple definitions. (F)
6. Recognize abbreviations for parts of speech (e.g. n. for noun). (I)

AVAILABLE RESOURCES:

1. Thorndike - Barnhart Dictionary - pp. 10-48
   "How to Use This Dictionary" section
2. Basic Goals in Spelling, Levels 3, 4, 5
3. Filmstrips: "Beginning Dictionary Skills"
   #2197, 2198, 2199, 2200
4. In Other Words I - Beginning Thesaurus
5. New Directions in English, 1968, Chapter 8
6. New Directions in English, 1972, Chapter 9
7. Using Good English, Laidlaw
8. Diagnostic Tests (Appendix)

HELPFUL ACTIVITIES:

1. Select lists of words from Dolch World List (see Appendix) and have students alphabetize them.
2. Divide class into three to five groups. Each member should have a dictionary. Write words, one at a time on board; award points to the first group to locate the word.

3. See New Directions in English 4, pp. 115-117, 125, 126 for pronunciations; p. 173, for entry words; pp. 173, 177, 191, for dividing words.

4. Use "Dictionary Helps" section in Basic Goals in Spelling, Levels 3, 4, 5.

5. The Thorndike-Barnhart Dictionary has a section "How to Use This Dictionary" which is a sequential set of exercises designed to lead the child through the necessary dictionary skills. (Exercises should be adapted to each student's ability.)

6. Using In Other Words I, locate a given list of words and identify the synonyms or antonyms for each word.

7. The teacher writes a sentence on the board with two or three blanks: eg. He_____ into the principal's office and _____ to tell the truth. Using In Other Words I, the children should write the sentence in at least three different ways.

8. Compose a story at the board as a group activity. Encourage the children, using the dictionary or thesaurus, to make the vocabulary rich and colorful. Encourage discussion over choices: eg. The happy child enjoyed the hike. Is happy the best word? child? enjoyed? rain? How about gleeful? toddler? appreciated? downpour?

9. Diagnostic tests have been included in the Appendix to aid the teacher in evaluating each student's ability to apply the dictionary skills appropriate for this level.

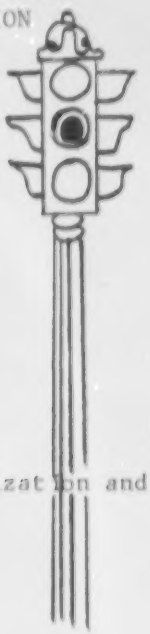
10. Write approximately 100 to 150 words on tag board. Select words throughout the dictionary to give students practice in alphabetizing by the first, second, and third letter. Number a set of envelopes from 1 to 10 and place word cards in the envelopes ranging in alphabetizing difficulty. The students should be directed to use the envelopes in numerical order, time themselves, and check the order with the answer key. When all envelopes have been completed, students should be given a teacher-prepared test.

11. To give students practice in using guide words, develop the following game:
    a. Make up a set of cards with guide words written on each.
    b. Write words on wooden-clip clothespins. These words should correspond with the guide words on each card.
    c. Students should practice using as many clothespins as possible with each card in a timed situation.

12. Ask the students to write several simple sentences using the phonetic spellings for each noun and verb. Exchange papers with a partner and ask him to read the sentences.

13. Give the students a list of strange words and ask them to identify the class or part of speech for each word. They should check the dictionary or thesaurus for correct identification.

CAPITALIZATION
PUNCTUATION



CONCEPT: Language has certain mechanical conventions.

SKILLS: Capitalization
Punctuation
(See "Skills Guidelines" in Appendix.)

AVAILABLE RESOURCES:

1. New Directions in English 4, 1968, Chapter 11
2. New Directions in English 4, 1973, Chapter 12
3. Using Good English, 1961 (Laidlaw), Chapters on capitalization and punctuation
4. Basic Goals in Spelling, Levels 3, 4, 5
5. Student Compositions
6. Language Push-Ups, Level D, Harper and Row
7. Diagnostic Tests: (See Appendix)
   a. sentences
   b. friendly letter
   c. excerpt from a literature selection

HELPFUL ACTIVITIES:

1. The diagnostic tests found in the Appendix are designed to provide the teacher with a realistic and practical assessment of each student's ability to apply the skills of capitalization and punctuation in everyday writing, both practical and creative.

   These diagnostic tools should reflect strengths and weaknesses in the punctuation and capitalization skills and therefore help the teacher pin-point the needs of each student for individualized instruction and the common needs of the entire class for follow-up skill exercises and activities.

   A suggested method for use is to administer one of the three sets during the beginning, the middle, and the end of the school year. Each exercise has three parts:
   a. the child's page to be reproduced
   b. the teacher's corrected copy with corresponding number below the skill being tested
   c. the skills sheets, one for punctuation and one for capitalization.

If time permits, the teacher and each student should correct or evaluate the results together. The skills checklist provided in the guide is intended for the child's use and may be reproduced and placed in the composition folder, thus providing the child and teacher with a clear checklist of strengths and weaknesses of certain mechanical conventions.

*2. Select and reproduce several sentences or a paragraph from students' creative or practical writing. Use these as proofreading experiences in punctuation, capitalization and paragraphing skills.

3. Working in pairs, the children select a picture from magazines or a picture file. One child agrees to create a story about the picture and the second child writes the story as it is being told. The two then proofread the story.

4. Have the children clip examples of punctuation and capitalization from magazines and newspapers for sharing and discussing in small groups. Classify examples according to punctuation and capitalization skills, using as a reference the skills checklist in their folders. This checklist is found in the Appendix.

*5. The language book, New Directions in English, contains several short stories. Duplicate one of these, but leave out all punctuation or capitalization marks. Choose a story familiar to the students and let them correct the story. Let the students use their books to compare and correct their own papers, or cover the student's name and use the opaque projector for corrections by the class.

6. For students who need help in capitalization, the information and practice activities in Using Good English, Laidlaw, pp. 19-29, are quite useful.

These exercises should not be given to the entire class (unless the group is weak in this skill) but to only those students who need reinforcement activities.

7. Students who need extra help in capitalization could do activities such as those on page 114, Language Push-Ups, Performance Level D.

8. Students receive extra practice in capitalization when they are assigned letters to write. (Refer to Using Good English, Laidlaw, pp. 180-193.)

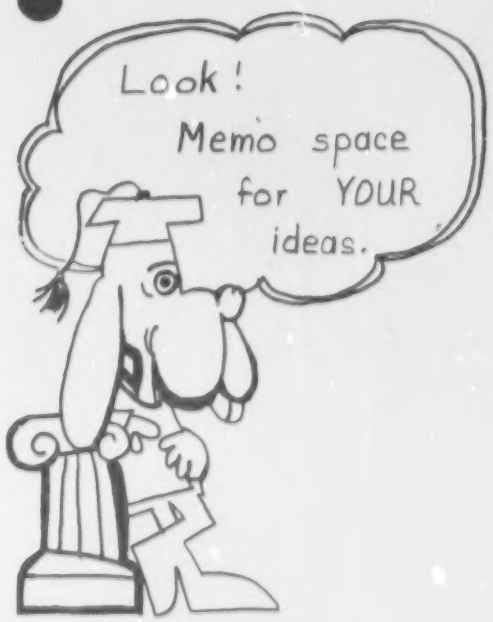
9. For students who need help in areas of punctuation, the information and practice activities in Using Good English, Laidlaw, are useful.

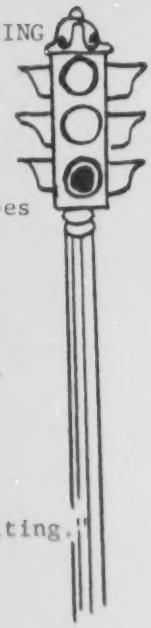
10. Students receive extra practice in punctuation when they are assigned letters to write. (Refer to Using Good English, Laidlaw, pp. 180-;93.)

11. Students who need extra work with quotation marks could do activities such as those on pp. 96-97, Language Push-Ups, Performance Level D; pp. 165, 167, and 169, Using Good English, Laidlaw; pp. 167-169; New Directions in English (1969); and pp. 173-175, New Directions in English (1973).

12. For students who need help with the apostrophe, use the information and activities on pp. 173-175, New Directions in English (1969); pp. 179-181, New Directions in English (1973) and p. 100, Language Push-Ups, Performance Level D.

13. Some students might need more practice in using the hyphen in compound words and dividing words at the end of a line. Spelling lessons could be used effectively in these areas. Additional activities are found in Language Push-Ups, Level D, p. 99; New Directions in English (1969), pp. 171-172; and New Directions in English (1973), pp. 177-178.





CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Recognize that there are reasons for writing different types of letters.

2. Use correct form when writing:
   a. the friendly letter/envelope (F)
   b. the business letter/envelope (I)
   c. thank-you notes (F)
   d. invitations (f)

AVAILABLE RESOURCES:

1. Using Good English, Laidlaw, 1961, Chapters on "Letter Writing."

2. Library book: The First Book of Letter Writing, Watts

3. Refer to letter forms in the Appendix.

HELPFUL ACTIVITIES:

1. Have students choose one of the following situations and ask them to write an appropriate thank-you note. (Refer to Using Good English, Laidlaw, pp. 186-187.)
   a. Received a birthday present from Grandmother/Grandfather or from another relative.
   b. Went to the fire station.
   c. Received candy from the police at Halloween.
   d. Stayed a week on an uncle's farm.
   e. Watched a science demonstration.
   f. Saw a magician perform.

2. Have students think of all the good things their mothers/fathers do for them during a certain period of time, e.g. one day, one week. Ask each student to write a letter thanking his mother/father for these specific things. The letter could be sent.

3. Have students think of all the good things that have happened in school during a certain period of time, e.g. one day, one week. Ask each student to decide which person connected with the school has been most helpful and should be thanked. Then, each student writes a thank you note to that person. Students may wish to mail their letters.

4. Ask each student to choose a famous person in history, living or dead, and write a letter thanking that person for specific contributions he or she made. If the person is living, the student may wish to mail his letter.

*5. On a transparency, write a paragraph of information for a letter. Ask the students to put the information on their papers in proper letter form.

6. Have each student write a letter to a friend who is at camp. (Refer to Using Good English, Laidlaw, pp. 188-189.)

7. Have each student choose a favorite country outside the United States and make up a pen pal from that country. Have students write friendly letters to these persons, telling about themselves, their school, home, and friends.

*8. Have students write business letters to cereal companies (real or imaginery) ordering some object or game recently advertised. These letters could be displayed on the bulletin board for others to read. (Refer to Using Good English, Laidlaw, pp. 190-191.) The letters could also be posted on the hallways of the school.

9. Have each student write a business letter to a different company or place of business in town, asking for general information about that business. These letters should be sent. The return letters could be posted on the bulletin board.

10. Have students write friendly letters complimenting local people who have recently been written up in the paper for certain accomplishments or awards, e.g. a high school athlete scoring the winning touchdown, a girl scout receiving an award. These letters should be sent.

11. Have students write letters inviting their parents to some particular school function. These should be sent.

*12. Have the students work in pairs. Each student writes a letter of invitation and gives it to his partner. After reading the invitation, each student writes a letter responding to the invitation. These letters can be displayed for others to read.

13. In the area of writing and answering invitations, use the information and practice activities in Using Good English, Laidlaw, pp. 182-185.

APPENDICES

APPENDIX A

ORAL AND WRITTEN USAGE PROBLEMS

in the Elementary School

The teacher should help children recognize what is appropriate usage and should encourage them to show correctness in their speaking and writing, although appropriateness may vary with different groups and situations. A positive approach should be used in helping students who have language usage problems; negative reinforcement often inhibits children in their willingness to express ideas. Children should understand that the words or phrases below are considered unacceptable usage.

Pronouns

1. my brother, he (double subject)
2. me, her, him went
3. us boys ran
4. with we girls
5. them pencils
6. hisself, theirselves
7. yourn, hern, ourn, theirn
8. this here, that there
9. the boys which ran
10. who's for whose (or vice versa)
11. your for you're (or vice versa)
12. it's for its (or vice versa)
13. there for their, they're (or vice versa)

Verbs

1. I, he, she says (for past tense)
2. I, he seen (for past tense)
   she done (for past tense)
   he begun (for past tense)
   he swum (for past tense)
   I drunk (for past tense)
   I brung (for past tense)
3. have saw
   have went
   have ate
   was broke
   have did
   was froze
4. knowed, growed, throwed
5. learn me a story
6. leave him do it
7. ain't for isn't or am not
8. lets for let's (or vice versa)
9. I, he gots
10. I got for I've got or I have
11. clumb
12. didn't, hadn't ought

Subject-Verb Agreement

1. four boys was
2. he, she come
3. he, she, it don't
4. he give
5. we, you, they was
6. he run

Double Negatives

1. don't have nothing
2. can't hardly
3. I ain't got no
4. don't have no
5. didn't have none
6. haven't no

Adverbs and Adjectives

1. He is gooder. (for better)
2. Of the two, she is the best. (for better)
3. ran slow (for slowly)
4. sang good (for well)

Miscellaneous

1. A apple (an)
2. would of for have
3. between the four boys (among)
4. in for into
5. to for too (or vice versa)
6. then for than (or vice versa)

APPENDIX B

GUIDE FOR THE LIBRARY PROGRAM, K-6

The following is a guide for the library program, K-6. The promoting of materials is one of the major emphases of the library program. Librarians need to keep this in mind.

Teaching the use of the library and its resources is more effective if the skills are taught at a time the student needs them. Since classroom methods vary, the teacher should plan with the librarian the time at which particular skills should and will be taught. If a student has not received instruction in a basic skill listed in the guide for his grade level, the librarian should then work with him individually or in a small group.

It is also very advantageous for the librarian, teachers, and students if teachers inform or plan with the librarian on approaching units. The librarian can give better service if this is done.

KINDERGARTEN

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Story time Have many books available through library corner. Meet with librarian as time permits.	***Teacher with help Librarian
Creating and sharing literature with others	Have each child dictate a story, poem, or idea to his teacher who writes it for him. The child's "literature" can be illustrated with one or more pictures. A cover can be made for this literature; it then becomes a book to be placed in the classroom or school library.	Teacher with support librarian
Listening	Use of oral story reading, records, etc. to compliment kindergarten curriculum.	Teacher and librarian
Books in library	There is checkout system in school and public library. Books are usually checked out to each room in kindergarten.	Teacher with help of librarian
Good Citizenship Care of books	Clean hands. Page turning (upper right hand corner). Placement of books on shelf (spine showing).	Teacher
Use of library	Quiet and courteous. Care of books. Good listening.	Librarian and teacher
Books have their place	Each book has proper place--lost if not back in right place.	Teacher with help librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE 1

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation (Major emphasis in program)	Expose students to best in literature for their age through reading, storytelling, records, films and filmstrips, talks about good books, poetry, reading, etc. Provide motivating activities such as displays, presentations, etc. to stimulate and encourage reading.	***Librarian and teacher Much of this is in classroom as part of literature.
Creating and sharing with others	Encourage children to create their own "literature" (stories, poems, wishes, etc.) and to illustrate it with pictures, if they wish. Covers can be designed by students for their literature, or the class can design a cover, for example, for their class book of wishes.	Teacher (Librarians help in this process)
	The students are shown how a book is catalogued and given a check out card. These books of children's literature can then be placed in the classroom or school library for other students to read.	Librarian
Reading is rewarding	Encourage independent reading as soon as teacher indicates.	Librarian and teacher
Illustrations	Make note of particularly well illustrated books. Discuss points of good illustrations in student's estimation. Note that pictures are really part of story. Use books without words for story telling.	Librarian
Good Citizenship	Discuss library atmosphere and behavior expected. Review care of books such as having clean hands, holding book and turning pages correctly and protecting against damage.	Librarian and teacher
Parts of books	Table of contents to find material.	Teacher (when using text books)
	Title page, author and illustrator	Librarian and teacher

GRADE 1
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Arrangement and replacement of book on shelf	Teacher arrangement of books on picture book section and expect them to return books correctly.	Librarian
Checkout procedure	Explain procedure and help in checkout.	Librarian Teacher help needed when students cannot check out own books.
Room library	Make an attractive library corner in room and stock with picture books and simple reading books to encourage children to browse and read when other work is finished.	Teacher Librarian help for exchange of books
Rochester Public Library	Visit the Public Library and encourage children to supplement their reading with books from Public Library during the year and especially during summer months.	Teacher and librarian

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GRADE 2

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to & enjoyment of literature	Read variety of books and books by same author to children. Continue appreciation begun in Grade 1. Promote habit of going to library to satisfy individual or class interests. Help children select books at their own reading levels. Provide sympathetic guidance and attention to child's book selections. Encourage balanced reading. Provide browsing time for selection of recreational reading material.	***Librarian and teacher
	Provide motivating activities such as displays, exhibits, bulletin boards, book and author presentations, special contest, etc. to stimulate and encourage reading.	Librarian and teacher
Creating and sharing literature with others	Continue practice begun in Grades K and 1 in which students create their <u>own</u> "literature," publish it in their designed covers, and place it in the classroom or school library for other students to read.	Teacher (Librarians help when needed)
Illustrations	Continue with work begun in Grade 1. Go into more detail with Caldecott Award books by showing and reading books, filmstrips, charts, etc.	Librarian
Parts of book	Continue with title page as to title, author, illustrator.	Librarian
	Review table of contents. Look for parts in their own selections.	Teacher w/textbooks librarian
Use of library	Explain and discuss different areas of library; their importance and use. Explain arrangement of books on shelf as needed by group.	Librarian
Arrangement & replacement of books to shelves	Review placement of books to easy section. Teach alphabetical shelf arrangement.	Librarian (Teacher when help is needed while learning)

GRADE 2
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Good citizenship	Build habits conducive to acceptable library climate. Review proper care of books as needed. Learn proper way to open new book.	Librarian and teacher
Checkout procedure	Review	Librarian
Rochester Public Library	Schedule visit to public library and encourage use of Public Library and Bookmobile	Teacher and/or librarian

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GRADE 3

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation Types of literature	Use of oral reading, story telling, records, filmstrips, flannel board stories. Encourage balanced reading habits. Provide browsing time for selection of recreational reading material. Help children select books at their reading level. Promote habit of going to library to satisfy individual or class interests.	***Librarian and teacher
	Continue motivating activities to encourage reading.	Librarian and teacher
Creating and sharing literature with others	As an important part of their literature program, students should continue the practice begun earlier of writing, illustrating, publishing within a cover, and shelving in the classroom or school library their <u>own</u> "literature." The literature book can be one student's work or a collection of one set of stories from the class.	Teacher (Librarian when help is needed)
Illustrations	Continue work on Caldecott Award books and other well-illustrated books.	Librarian
Use of books Care of books	Review as needed.	Teacher and librarian
Parts of books	Review cover, title page, title, table of contents. Introduce index and glossary.	Teacher
Type of books	Define fiction and non-fiction. Find an easy book of fiction and non-fiction. Encyclopedia presentation, as needed with mature students (optional).	Librarian
Use of library Good library citizenship	Review good library manners needed.	Librarian reinforced by teacher
Procedure for checkout	Give additional instruction as needed.	Librarian

GRADE 3
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Card catalog (Optional)	Introduce the use of the card in locating a fiction, non-fiction and easy book to those mature students that are ready.	Librarian and/or teacher
Sections of the library	Introduce the arrangement of the fiction section by author. Introduce the arrangement of the non-fiction section such as: Fairy tale section Biography section Science section Recreation section History section Magazine section Introduce the magazines pertinent to group.	Librarian
Rochester Public Library	Schedule visit and encourage use of Public Library and Bookmobile. Remind children of special activities at Public Library.	Teacher and/or librarian

*Responsibility is usually shared by teacher and library but the person listed should initiate and follow through on assignment in order to be effective.

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GRADE 4

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Continue reading motivation in line with 4th grade interests and abilities.	***Librarian and teacher
	Provide activities to stimulate reading.	Librarian and teacher
Creating and sharing literature with others	Maintain the practice of writing, illustrating, publishing, and cataloging in the classroom or school library students' <u>own</u> "literature."	Teacher (Librarian when help is needed)
Encyclopedia	Emphasize use of encyclopedia Guide words Arrangement of topics Introduce Index Cross references	Librarian and teacher
Periodicals	Emphasize the magazine section of the library. Have children notice different kinds of reading material contained in magazines. Subject index where needed.	Librarian and teacher
Card catalog skills	Card catalog (major emphasis) Author Title Subject Others as needed	Librarian
Parts of books	Review Title pages, table of contents, index, glossary. Introduce publisher, place, copyright date.	Teacher and librarian
Library citizenship	Continue encouraging proper library attitudes.	Teacher and librarian
Rochester Public Library	Visit library and encourage its use.	Teacher and/or librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 5

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Enrichment	Introduce new books and other media (not limited to fiction) Newbery books Author books	***Librarian
	Supplementary books or materials to correlate with the reading program (varies within buildings).	(Classroom teacher (Reading teacher (Librarian
	Continue providing motivating activities to stimulate reading.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they produce throughout the year. Their literature can then be shelved in the classroom or school library for other students to read.	Teacher (Librarian when is needed)
Library citizenship	Continue encouraging proper library habits.	Librarian and teacher
Arrangement of library materials	Review easy, fiction, non-fiction reference, pamphlet file. Audio-visuals where needed.	Librarian
	Dewey Decimal system reinforcement.	Librarian and teacher
Parts of book	Review--cover, title page. Stress preface, copyright date, index, glossary, table of contents.	Librarian and teacher
Card catalog skills	Types of cards (Review & stress where needed) Author Title Subject Pamphlet file Cross reference Audio visual materials Annotations found on catalog cards.	Librarian
Encyclopedias	Review Arrangement of topics Guide words Index Cross references Compare available encyclopedias	Librarian and teacher

GRADE 5
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Special Dictionaries	Review or introduce Unabridged Abridged Thesaurus Subject	Librarian and teacher
Other reference	Review or introduce Subject encyclopedias Atlases Year books Biographical dictionary (Others found in individual libraries)	Librarian
Periodicals	Review use of various magazines. Emphasize magazine section of library. Children to note types of reading material contained in each magazine. Use Subject Index (where needed).	Librarian and teacher
Rochester Public Library	Encourage use. Have class visits.	Teacher

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 6

6th grade library skills are a review of 5th grade skills with an emphasis on use of materials by students for individual and class assignments. A special emphasis will be placed on reference materials.

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature Appreciation and Reading Motivation	Continue to present new and relevant material to encourage reading.	***Librarian and teacher
	Provide and encourage activities which will stimulate students to read.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they write. Help students make books for their literature which are cataloged and shelved in the library.	Teacher (Librarian when help is needed)
Encyclopedias General	Review in general Stress Comparison Copyright date Index Cross Reference	Librarian and teacher
Encyclopedias Special	Introduce or review the book. Tell purpose arrangement format of special encyclopedias available in school libraries.	Librarian and teacher
Dictionaries Unabridged Abridged Special	Introduce or review the dictionary--tell purpose format of those available.	Librarian and teacher
Atlases	Introduce or review atlases available in library.	Librarian and teacher
Almanacs	Introduce or review almanacs available in library.	Librarian and teacher
Other Reference books, Facts, Records, Quaotations, etc.	Introduce or review those available in library.	Librarian and teacher
Author books	Introduce or review author books that are available in library.	Librarian and teacher

GRADE 6
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Magazine indexes Subject Index to Child. Mag. (optional) Nat'l Geographic	Use of samples of Children's Magazines. Index (Central Processing)	Librarian and teacher
Rochester Public Library	Encourage use. Schedule class visits.	Teacher

*Librarian should introduce these topics when teacher is giving classroom assignments in which reference us is necessary.

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***Teacher refers to special teachers as well as classroom teachers.

FRIENDLY LETTER

Heading

Greeting

Body

Closing Signature

1401 Maple Street N.W.
Rochester, MN 55901
May 6, 1974

Dear Stuart,

Your friend,
Ross Jones

Return address

Address

Ross Jones
1401 Maple Street N.W.
Rochester, MN 55901

Stuart Randall
171 Green Avenue
Portland, ME 27055

BUSINESS LETTER

Heading

1602 Fourth Street S.E.
Rochester, MN 55901
October 21, 1974

Inside address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

Greeting

Gentlemen:

Body

Closing signature

Yours truly,
Jim Doffer

Return address

Jim Doffer
1602 Fourth Street S.E.
Rochester, MN 55901

Address

Majestic Toy Company
348 State Street
Minneapolis, MN 55414

STANDARD ABBREVIATIONS FOR STATES

These are from the U. S. Government Printing Office Style Manual. The two letter abbreviations listed in parentheses are now authorized for use with zip codes.

Alabama	Ala.	(AL)	Missouri	Mo.	(MO)
Alaska		(AK)	Montana	Mont.	(MT)
Arizona	Ariz.	(AZ)	Nebraska	Nebr.	(NB)
Arkansas	Ark.	(AR)	Nevada	Nev.	(NV)
California	Calif.	(CA)	New Hampshire	N.H.	(NH)
Canal Zone	C.Z.	(CZ)	New Jersey	N.J.	(NJ)
Colorado	Colo.	(CO)	New Mexico	N. Mex.	(NM)
Connecticut	Conn.	(CT)	New York	N.Y.	(NY)
Delaware	Del.	(DE)	North Carolina	N.C.	(NC)
District of Columbia	D.C.	(DC)	North Dakota	N.Dak.	(ND)
Florida	Fla.	(FL)	Ohio		(OH)
Georgia	Ga.	(GA)	Oklahoma	Okla.	(OK)
Guam		(GU)	Oregon	Oreg.	(OR)
Hawaii		(HI)	Pennsylvania	Pa.	(PA)
Idaho		(ID)	Puerto Rico	P.R.	(PR)
Illinois	Ill.	(IL)	Rhode Island	R.I.	(RI)
Indiana	Ind.	(IN)	South Carolina	S.C.	(SC)
Iowa		(IA)	South Dakota	S. Dak.	(SD)
Kansas	Kans.	(KS)	Tennessee	Tenn.	(TN)
Kentucky	Ky.	(KY)	Texas	Tex.	(TX)
Louisiana	La.	(LA)	Utah		(UT)
Maine		(ME)	Vermont	Vt.	(VT)
Maryland	Md.	(MD)	Virginia	Va.	(VA)
Massachusetts	Mass.	(MA)	Virgin Islands	V.I.	(VI)
Michigan	Mich.	(MI)	Washington	Wash.	(WA)
Minnesota	Minn.	(MN)	West Virginia	W. Va.	(WV)
Mississippi	Miss.	(MS)	Wisconsin	Wis.	(WI)
			Wyoming	Wyo.	(WY)

ORAL AND WRITTEN REPORTS

The elementary staff is concerned about the writing of reports and the application of research skills in these reports. Some teachers are asking students to write reports of a length that forces them to copy material from one source (too often the encyclopedia) and to call this their "report." Some teachers require students to write lengthy papers comparable to those written by high school students. If the writing of reports is to be beneficial to students, teachers should prepare them for and work closely with them during the process of writing this report. Otherwise, the activity becomes "busy work."

REPORT WRITING

Since the written-composition FOCUS in the elementary grades is on the SINGLE PARAGRAPH, the greater share of the reports students write should focus on one well-constructed paragraph. Each teacher should make provisions to accomodate the range of abilities within his class.

GRADES K-2: "Reports" are orally shared experiences with the class.

GRADE 3: If a student prepares any "reports" at this grade level, the reports should be optional, brief (no more than a paragraph), and written in the student's own words. Preparing and giving a brief oral report may be of more value than writing a report.

GRADE 4: Students compose one-paragraph reports in their own words on specific topics which can be drawn from science, social studies, reading, or health. At this grade level, students learn to use the card catalog and the encyclopedia. Oral reports should also be assigned: the child should be encouraged to share his ideas in his own words rather than to read word-for-word his report to the class.

GRADE 5: This is the first year that teachers emphasize the preparation of reports and use of research skills in this process. Chapter 11 in New Directions in English (1969 and 1973) systematically takes the student through this process. Using note cards is unnecessary, however, since the emphasis is placed on short reports (one paragraph). The practices of taking notes in their own words and using several sources for their report are the imperative skills in the reporting process. Students need guidelines for preparing a report before they begin researching information. (Refer to "A Checklist for Writing a Report" at the end of this appendix.)

GRADE 6: Further experiences in writing short reports are provided at this grade level. Refer to "A Checklist for Oral and Written Reports." Students should give some reports orally but they should be discouraged from merely reading the reports. Before they complete the elementary years, most students should demonstrate the ability to write a well-constructed paragraph and to compose imaginative and creative forms of writing. The junior high English experiences will be built upon a solid foundation in written composition.

GRADES 7-12: In grades 7 and 8, students continue writing short reports, with an emphasis placed upon using the Reader's Guide and other library tools and taking notes in their own words. In the 9th grade the focus is on the process of research rather than the product which is a short paper of 2-3 pages (2-5 paragraphs) or an oral report. The option of writing longer papers is reserved for the more capable students. No footnoting is taught in 9th grade, but a bibliography is expected. The formal reference paper is not taught until grade 11.

ORAL AND WRITTEN COMPOSITION FOCUS BY GRADE LEVEL

GRADE K: Sharing ideas
-Through the dictation process, the child sees the teacher write his story or poem beside his drawing or painting.

GRADE 1: The paragraph
-Informal practice gives the child a sense of unity in theme, idea, or topic.

GRADE 2: The paragraph
-Sentences record events in sequence.
-Children express ideas through stories and poems.

GRADE 3: The paragraph
-Additional sentences help express a complete idea.
-Creative stories often require several shorter paragraphs.

GRADE 4: The paragraph
-The paragraph is an idea unit.
-Organize the paragraph using time order sequence.
-Organize the paragraph using space order sequence.
-Use relevant details in developing the paragraph.

GRADE 5: The paragraph
-Define the topic sentence.
-Use details.
-Expand the paragraph.
-Organize the paragraph using the topic sentence, space order, and time order.

GRADE 6: The paragraph
-Use main ideas in making topic sentences and titles.
-Relate sentences and ideas.
-Expand paragraph content concisely.
-Organize the paragraph.

GRADE 7: The paragraph and narrative composition.
-Review paragraph essentials.
-Apply the elements of narrative composition.

Because the process of reporting involves nearly all of the language arts, it is a challenge even for the mature student. The task can become one of drudgery and of little value if the student does not see the purpose for the report and if he does not have guidance throughout the reporting process. For each assignment requiring students to write or give reports, it is imperative that teachers do not have the same expectations for all students. Although some students are ready for longer reports (several paragraphs) in the intermediate grades, the foundation for developing written reports of one well-constructed paragraph is laid in the primary years through oral reports and occasional group reports. If one of the basic purposes of a REPORT is to find and share information on a SPECIFIC topic of interest, students should be encouraged to MAINTAIN that INTEREST by SHARING this KNOWLEDGE with the entire GROUP.

A CHECKLIST FOR ORAL AND WRITTEN REPORTS

_____ 1. Have I selected a specific topic for my report?
My topic is something--
_____I am interested in and would like to learn more about.
_____I can find information about.
_____I would like to share with someone else.
My topic is specific enough for my report ("Dogs" would be a better topic than "Animals," and the "Collie" would be better than "Dogs." "Care of a Collie" may be better than just the "Collie."

_____ 2. Have I asked myself three or four specific questions which I would answer through my report? "What do I feed my Collie? How do I groom my dog? etc."

_____ 3. Have I used several sources to get information for my report?
_____What specific materials, besides a whole book on the subject, could I look in to find answers to my questions?
_____Other sources: books, encyclopedias, filmstrips, interviews, information I know about already.

_____ 4. Have I written in my own words sentences to answer my specific questions?

_____ 5. Have I arranged my sentences in an order that is easy to follow? A rough outline may help to organize my thoughts before I begin to write my rough copy.

_____ 6. Have I written my report from my notes in paragraph form?
_____Do my ideas follow one another in a clear manner?
_____Have I proofread my final copy?
_____Have I combined facts and imagination to create an interesting report?
_____Have I taken pride in my report?

Reporting facts may have an imaginative approach:

I Was There With Lewis and Clark*

I am a flea. I live in Lewis' hat. It all started out in 1803 when Lewis stopped to pet a dog and I jumped on Lewis" leg. Before I knew it, I was boarding a keelboat.....etc.

*from Paul S. Anderson, Language Skills in Elementary Education

LIST OF ENGLISH/LANGUAGE ARTS FILMS

Kindergarten

8-614 "Apryl and Her Baby Lamb"
8-64 "Big Red Barn
4-224 "Ferdinand the Bull"
4-316 "Goldilocks and the Three Bears"
4-935 "Hailstones and Halibut Bones: Part I"
4-936 "Hailstones and Halibut Bones: Part II"
4-126 "Hare and the Tortoise"
4-634 "How Long is a Minute?"
8-368 "Jazzoo"
8-10 "Leaves"
4-174 "Little Red Hen"
4-180 "Mother Goose Stories"
8-246 "Mr. Moto Takes a Walk"
8-64 "Puss in Boots"
4-527 "Sheep, Sheep, Sheep"
4-242 "Sparky, the Colt"
4-249 "Story About Ping"
4-522 "Wee Geese"

Grade One

8-64 "Big Red Barn (The)"
4-262 "Just One Me"
4-133 "Little Red Riding Hood"
8-683 "Merry-Go-Round Horse"
4-590 "Naughty Owlet (The)"
4-213 "Rumplestiltskin"
8-583 "Sleeping Beauty (The), Brier Rose"
4-523 "Z is for Zoo"

Grade Two

4-460 "Communications: A First Film"
8-75 "Dragon Stew"
4-237 "Elephant Eats (The), The Penguin Eats: Nouns"
4-533 "Hello Up There"
4-587 "How the Elephant Got His Trunk"
4-585 "How the Whale Got His Throat"
8-267 "Listening"
4-258 "Monkey See, Monkey Do: Verbs"
4-649 "Punch and Jonathan"
4-539 "The Puppet Show Caper"
4-108 "Rapunzel"
4-256 "Tale of the Groundhog's Shadow"
4-535 "Ugly Duckling"

Grade Three

8-786 "City Awakens (A)"
4-170 "Frogs Are Funny: Frogs Are Fat: Adjectives"
8-787 "Hop Scotch"
8-8 "House That Wasn't There (The)"
4-586 "How the First Letter Was Written"
8-615 "Letter To Grandmother (A)"
4-332 "Let's Write a Story"
8-619 "Little Airplane That Grew"
4-635 "Signs, Symbols, and Signals"
4-197 "Squirrels Go Up, Squirrels Go Down: Adverbs"
4-475 "Story of a Book"
4-158 "Story of King Midas (The)"
4-582 "Where Should A Squirrel Live?"

Grade Four

4-591 "Buttercup"
8-617 "Caterpillar'
8-619 "Clown"
8-741 "Dead Bird (The)"
8-632 "Haunted House (The)"
4-8 "Horses"
8-655 "Kevin"
8-634 "Legend of the Magic Knives (The)"
4-517 "Magic of Communicating"
4-2 "Making Haiku"
4-582 "Once There Were Bluebirds"
12-753 "Selfish Giant (The)"
4-589 "Snow"
4-250 "Story Acting is Fun"
16-523 "White Mane"

Grade Five

4-588 "Africa"
4-53 "Building Better Paragraphs"
4-536 "Casey at the Bat"
8-633 "Follow Mr. Willoughby"
8-641 "Get the Message"
4-592 "Good Goodies"
8-373 "Improving Your Oral Reports"
8-765 "Painting With Words"
8-628 "Story of Zackary Zween"
4-276 "We Discover the Dictionary"
12-525 "Winter of the Witch"

Grade Six

8-779 "The Jail Door Went Clang"
4-79 "Leaf"
8-778 "The Man Who Bought Monday Night"
8-777 "Mean, Nasty, Ugly Cinderella"
8-631 "The Perils of Priscilla"
8-616 "A Rainy Day Story"
8-322 "Saga of Windwagon Smith"
8-620 "Searching Eye"
8-80 "Teiva"
8-776 "What's Riding Hood Without the Wolf?"

TEACHING OPTIONS FOR NEW DIRECTIONS IN ENGLISH 4

DIFFERENCES AND DISCOVERIES

PLAN I

Administer standardized or teacher-made diagnostic tests in language and mechanics skills. Familiarize students with the "Your Language Handbook" section.

Chapters	Units
1 Perception	1 Using Imagination 2 Using feelings 15 Sense impressions
2 Classification	3 Sentences
3 Nouns, pronouns, verbs 4 Modifiers 5 Sentence patterns	4 Pronouns and clarity 5 Nouns 6 Verbs 7 Modifiers
6 Affixes 7 Context and meaning	
	8 Paragraphs and title 9 Time-order 10 Space-order
8 Clear thinking 9 Spelling and pronunciation	
	11 Limiting details 12 Limiting scope
10 Dialects 11 Speech and tone of voice 12 Punctuation	
	13 Expanding ideas 14 Transitions
13 Organizing and outlining	
	16 Editing and rewriting

PLAN II

Administer standardized or teacher-made diagnostic tests in language and mechanics skills. Familiarize students with the "Your Language Handbook" section.

Chapters	Units
	1 Using imagination
1 Perception	2 Using feelings 15 Sense impressions
2 Classification	
3 Nouns, pronouns, verbs	4 Pronouns and clarity 5 Nouns 6 Verbs
4 Modifiers	7 Modifiers
5 Sentence patterns	3 Sentences
6 Affixes 7 Content and meaning	
13 Organizing and outlining	8 Paragraphs and titles 9 Time-order 10 Space-order

Have the class take another brief look at "Your Language Handbook."

	11 Limiting details 12 Limiting scope
8 Clear thinking 9 Spelling and pronunciation	13 Expanding ideas 14 Transitions
10 Dialects 11 Speech and tone of voice 12 Punctuation	
	16 Editing and rewriting

PLAN III

This plan enables you to teach mechanics and grammar early in the year. It also allows for periodic reviews of language skills. Administer diagnostic tests and familiarize students with the "Your Language Handbook" section.

Chapters	Units
1 Perception 2 Classification	1 Using imagination 15 Sense impressions 2 Using feelings
11 Speech and tone of voice 12 Punctuation	
3 Nouns, pronouns, verbs 4 Modifiers 5 Sentence patterns	4 Pronouns and clarity 5 Nouns 6 Verbs 7 Modifiers 3 Sentences
6 Affixes 7 Context and meaning	
13 Organizing and outlining	8 Paragraphs and titles 9 Time-order 10 Space-order
8 Clear thinking	11 Limiting details 12 Limiting scope
9 Spelling and pronunciation 10 Dialects	13 Expanding ideas 14 Transitions
	16 Editing and rewriting

PLAN IV

Administer standardized or teacher-made diagnostic tests in language and mechanics skills. Familiarize students with the "Your Language Handbook" section.

Chapters	Units
1 Perception 2 Classification	1 Using imagination 2 Using feelings
3 Nouns, pronouns, verbs 4 Modifiers 5 Sentence patterns	3 Sentences 4 Pronouns and clarity 5 Nouns 6 Verbs 7 Modifiers
6 Affixes 7 Context and meaning	
8 Clear thinking 9 Spelling and pronunciation	
	8 Paragraphs and titles 9 Time-order 10 Space-order
10 Dialects 11 Speech and tone of voice 12 Punctuation	11 Limiting details 12 Limiting scope 13 Expanding ideas
13 Organizing and outlining	14 Transitions 15 Sense impressions 16 Editing and rewriting

Dolch Basic Sight Vocabulary (continued)

sing
sit
six
sleep
small
so
some
soon
stop
take
tell
ten
thank
that
the
their
them
then
there
these
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

100 SPELLING DEMONS

ache
again
always
among
answer
any
been
beginning
believe
blue
break
built
busy
business
buy
can't
chose
color
coming
cough
could
country
dear
doctor
does
done
don't
early
easy
enough
every
February
forty
friend
grammar
guess
having
hear
heard
here
hoarse
hour
instead
just
knew
know
laid
loose
lose
making
many
meant
minute
much
none
often
once
piece
raise
read
ready
said
says
seems
separate
shoes
since
some
straight
sugar
sure
tear
their
there
they
though
through
tired
tonight
trouble
truly
Tuesday
too
two
used
very
wear
Wednesday
week
where
whether
which
whole
women
won't
would
write
writing
wrote
half

HOMONYMS - HOMOPHONES

altar - alter
ate - eight
base - bass
be - bee
bear - bare
beat - beet
berth - birth
blue - blew
bow - bough
break - brake
buy - by - bye
capital - capitol
ceiling - sealing
cell - sell
cent - sent - scent
cereal - serial
dear - deer
course - coarse
die - dye
do - dew
dun - done
faint - feint
fair - fare
fir - fur
flee - flea
flew - flu - flue
flower - flour
foul - fowl
forth - fourth
four - for - fore
hair - hare
haul - hall
hay - heigh - hey
heal - heel
heard - herd
here - hear
hoarse - horse
hour - our
lie - lye
made - maid
mail - male
meet - meat
nay - neigh
new - knew
night - knight
no - know
none - nun
not - knot
one - won
owe - oh
pain - pane
pair - pare - pear
peace - piece
peal - peel
plane - plain
principal - principle
rain - rein - reign
rap - wrap
read - reed
read - red
road - rode
real - reel
sail - sale
see - sea
seam - seem
seen - scene
sew - so - sow
sight - site - cite
some - sum
steak - stake
steal - steel
sun - son
tail - tale
their - there
through - threw
to - too - two
troop - troupe
vane - vein - vain
wade - weighed
waist - waste
wait - weight
wave - waive
way - weigh
week - weak
whole - hole
wood - would
write - right - rite
wrote - rote

POLLOCK WORD LIST

Most frequently misspelled words by junior high school pupils in their daily written work.

their
there
they're

too
to
two

receive

writing
written
write
writer
wrote

coming

until

friend

believe

separate
separately

usually
unusual

character

finally

doesn't
does

business

decision
decided
decide

interesting

through

where

whether
weather

college

tried

which

all right

government
governor

studying
studied

truly

always

because

disappoint

ambition

sincerely
sincere

library

bicycle

captain

describe
description

fierce

grammar

occur
occurred
occurence

across

beautiful

disappear

Indian

place

stories
story

first

acquaint

before

presents

soldier

beginning
begin

our

speech

suggest

together

you're
your

chose

different

humor

necessary

ninth
ninety
nineteen

physical

scene

stopped

benefit

cousin

COMPOSITION PROGRESS CHART*

WRITING PROBLEMS														
PROOFREADING														
SPELLING ERRORS														
SUBJECT-VERE AGREEMENT														
RUN-ON SENTENCE														
INCOMPLETE SENTENCE														
TENSE CHANGE														
ORGANIZATION OF IDEAS														
PARAGRAPH STRUCTURE and INDENTING PARAGRAPHS														
CAPITALIZATION ERRORS														
MARGIN														
PUNCTUATION														
PERIOD .														
COMMA ,														
APOSTROPHE '														
"QUOTATION MARKS"														
EXCLAMATION MARK! QUESTION MARK?														
DIVIDING WORDS AT END OF LINE														
USAGE ERRORS														
IDEAS NOT CLEAR														
NEATNESS														

*This is only a sample chart which requires modification according to the grade level at which it is used. It is recommended that a chart be attached within each student's writing folder for the student to record his progress in composition.

USAGE DIAGNOSTIC TEST (VERBS AND SUBJECT-VERB AGREEMENT)

I. Write the correct word for the underlined word in each of the following sentences. Some of the sentences are correct.

1. Tom threw the ball.
2. Yesterday I seen the elephant at the shopping center.
3. She ain't the one who answered the phone.
4. Lets go to the zoo.
5. Will you learn me how to draw?
6. His hands were froze to the steering wheel.
7. She ate the crackers and drank the milk.
8. Last week he says to me, "Jake, you're my friend."
9. I gots more pets than you.
10. She done it by herself.
11. The children have ate all the bananas.
12. I got to go to the store before it closes.
13. You hadn't ought to do that.
14. The workers have done the work on the building.
15. He begun his speech with a joke.
16. They have went on many camping trips.
17. Leave me off at the ice cream store.
18. Mother let's us draw on the walls.
19. The old soldier has saw a lot of sorrow.
20. In the last year Nathan has grown three inches.
21. She has drove a car for several years.
22. He swam across the pool.
23. Johnny has broke the window.
24. He has clumb that tree several times.
25. Heidi brung her pet cat to class.

II. Subject-verb agreement: In the following sentences the subject and verb must agree in number. Underline the correct word.

1. It (don't, doesn't) make any difference to me.
2. The man and his grandson (was, were) fishing.
3. You (were, was) wrong about her.
4. One of the boys (is, are) unhappy.
5. The coach and the players (has, have) been practicing.
6. The coach or the players (are, is) late.
7. There (is, are) several students in this room.
8. Neither the students nor the teacher (was, were) in the room.
9. She (give, gives) us candy every day.
10. He (comes, came) to the pond to bathe.
11. The conductor as well as the musicians (was, were) very talented.
12. The man who was one of the workers (was, were) my neighbor.

USAGE DIAGNOSTIC TEST (PRONOUNS)

Directions: In each of the following sentences, underline the word which correctly complete the sentence.

1. Yesterday, (she, her) went to the circus.
2. The candy was given to (we, us) girls.
3. (We, Us) boys were swimming in the lake.
4. Sally, Mary, and (I, me) were going to the movie.
5. (My brother he, My brother) has driven his car to the garage.
6. John wanted to mow the lawn by (hisself, himself).
7. Go to the desk and get (those, them) pencils.
8. (Whose, Who's) books are they?
9. (It's, Its) a difficult book to read.
10. The girls (theirselves, themselves) knew how to play the game.
11. The clerk gave (I, me) the correct change.
12. The teacher wrote a word on (that, that there) blackboard.
13. (Their, There) are several correct answers to the question.
14. Do you think that (your, you're) always right?
15. The man (which, who) owned the store was my uncle.
16. The cat bit (it's, its) tail.
17. Early in the morning Fred and (her, she) drove to the farm.
18. (They're, Their) the ones who found the money.
19. Have you asked (your, you're) teacher?
20. (Whose, Who's) going to the ballgame?
21. The scouts lost (there, their) way.
22. (This, This here) seems to be all right.

USAGE DIAGNOSTIC TEST (MISCELLANEOUS)

Directions: Write the correct word for the underlined word in each of the following sentences. Some of the sentences are correct.

1. Of the two violinists, Mary is the best.
2. If I hadn't stopped him, he would of fallen into the lake.
3. They don't have no manners.
4. She sang well.
5. Lynette is a gooder speller than Kevin.
6. The horse ran slow.
7. From the high diving board Sarah fell in the water.
8. The water in the pool was too cold.
9. The tree was older then we thought.
10. He was caught between the fallen tree and the garage.
11. My grandmother can't hardly walk up the stairs.
12. He was the best player on the baseball team.
13. The strawberry pie tasted good too me.
14. My uncle bought me a ice cream cone.
15. You write your answer down; than I'll tell you if you're right.
16. I wanted to buy some lefse but the store didn't have none.

ANSWERS TO USAGE DIAGNOSTIC TESTS

Pronouns

1. she
2. us
3. We
4. I
5. My brother
6. himself
7. those
8. Whose
9. It's
10. themselves
11. me
12. that
13. There
14. you're
15. who
16. its
17. she
18. They're
19. your
20. Who's
21. their
22. This

Verbs and Sub-Verb Agreement

I.
1. correct
2. saw
3. isn't
4. Let's
5. teach
6. frozen
7. correct
8. said
9. has
10. did
11. eaten
12. have
13. ought not
14. correct
15. began
16. gone
17. Let
18. lets
19. seen
20. correct
21. driven
22. correct
23. broken
24. climbed
25. brought

Verbs and Sub-Verb Agreement - Cont.

II.
1. doesn't
2. were
3. were
4. is
5. have
6. are
7. are
8. was
9. gives
10. comes
11. was
12. was

Miscellaneous

1. better
2. have
3. don't have any
4. correct
5. better
6. slowly
7. into
8. correct
9. than
10. correct
11. can hardly
12. correct
13. to
14. an
15. then
16. didn't have any

SKILLS
GUIDELINE: Punctuation Use:

1. period at the end of statement
2. period with abbreviations
3. period with initials
4. question mark at end of question
5. exclamation mark to show strong feeling
6. comma in direct quotation
7. comma to separate items in a series
8. comma in direct address
9. comma to set off yes and no
10. comma to set off introductory words or phrases
11. comma after greeting and closing in friendly letter
12. comma in dates
13. comma to separate city from state
14. ending marks in direct quotation
15. quotation marks in direct quotation
16. quotation marks to enclose the titles of short stories, poems, songs, articles, and chapters of books
17. apostrophe in contractions
18. apostrophe in possessives
19. colon after greeting in business letter
20. colon preceding a list
21. hyphen to write numbers twenty-one through ninety-nine
22. hyphen to divide words at end of line
23. underline book, magazine, and newspaper titles

SENTENCE
PUNCTUATION
KEY

ANSWERS	SKILLS
1. Sally's	18
pocket.	1
2. keen-eyed,	7
grader.	1
3. Grub,	10
Herbie's	18
friend,	10
D.A.	3
Krunch.	1
4. shouted,	8
"Herbie	15
Derby,	10
I'll	17
don't	17
Alone,"	14
5. Finally,	10
said, "Can	6 & 15
to-gether	22
afternoon?"	4 & 14
6. Grub,	7
Derby,	7
twenty-seven	21
afternoon.	1

ANSWERS	SKILLS
7. called,	8
"Let's	15 & 17
GO!"	5 & 15
fish.	1
8. boys'	18
Sitsville Daily News	23
day.	1
9. papers:	20
The Sitsville Daily News	23
The Postville Bulletin	23
The Q.T. Times	23
The Southern Minn. Jotter	2 & 23
10. Postville Bulletin	23
Mon.,	2 & 7
Wed.,	2 & 7
Fri.	2
Q.T. Times	23
Tues.	2
Thurs.	2
11. "Who	15
Minn.	2
Southern Minn. Jotter	23 & 2
Jotter?"	4 & 15
Sammy.	1

1. Herbie Derby put a worm in Silly Sallys pocket

2. Herbie Derby was a keen-eyed sharp-eared fourth grader

3. Matt Grub Herbies shifty-eyed friend saw policeman D A Krunch

4. Matt Grub shouted Herbie Derby Ill tell Captain Krunch if you dont leave me alone

5. Finally Herbie Derby said Can we be friends and go fishing together this afternoon

6. Matt Grub Herbie Derby and Sammy Sample caught twenty seven fish in one afternoon

7. Sammy called Lets go and pick up the stringer of fish

8. The boys picture was in the Sitsville Daily News the next day

9. Silly Sally told the boys their picture was in four papers The Sitsville Daily News, The Postville Bulletin, The Q T Times, The Southern Minn. Jotter

10. Silly Sally and her dog Burpy deliver the Postville Bulletin on Mon Wed and Fri and the Q T Times on Tues and Thurs

11. Who delivers the Southern Minn Jotter asked Sammy

PUNCTUATION
LETTER

515 Easy St

Rochester Minn

April 7 19___

Dear Chip

Thank you for showing me such a good time when I visited you on Mon and Tues last week

You should have been with me on the trip going home What a trip First of all the bus was twenty five minutes late When it finally arrived the only seat left was next to a four-year-old boy who was wearing a tag like this pinned to his shirt

B L (Benny) Burns

14 Oak Lane

Edina Minn

I could see that the little boy was lonely and he said to me Just call me Benny Im four and I like you What could I do I wanted to read pages 12 23 in my new magazine Cricket, but Bennys idea was to talk He started to tell me about his pet hippopoto mus I laughed He acted upset and said Brad dont laugh I love my pet hippo and he is real and lives in my bedroom at home Well Bennys activities included talking giggling bawling squirming and just plain acting like a four-year-old kid By the time the train stopped in Rochester it was 11:30 p m and I was tired

I hope you will come to visit me soon And when you take the bus if you are smart youll stand the whole way before you sit next to a cute little kid wearing a smile on his face and a tag on his shirt

Your cousin

Brad

NOTE: Before using, the teacher should orally read through this selection with the children.

Charlotte's Web (Fxcerpt)
23 18 by E. G. White

" My name is Charlotte," said the spider.

" Charlotte what?" asked Wilbur.

" Charlotte A. Cavatica. But just call me Charlotte."

" I think you're beautiful," said Wilbur.

" Well, I am pretty," replied Charlotte. " There's no denying that. Almost all spiders are rather nice-looking. I'm not as flashy as some, but I'll do. I wish I could see you as clearly as you can see me, Wilbur."

" Why can't you?" asked the pig. " I'm right here."

" Yes, but I'm near-sighted," replied Charlotte. " I've always been dreadfully near-sighted. It's good in some ways, not so good in others. Watch me wrap up this fly."

A fly that had been crawling along Wilbur's trough had flown up and blundered into the lower part of Charlotte's web and was tangled in the sticky threads. The fly was beating its wings furiously, trying to break loose and free itself.

" First, I dive at him," said Charlotte. She plunged headfirst toward the fly. As she dropped, a tiny silken thread unwound from her rear end.

" Next, I wrap him up." She grabbed the fly, threw a few jets of silk around it, and rolled it over and over, wrapping it so that it couldn't move. Wilbur watched in horror. He could hardly believe what he was seeing, and although he detested flies, he was sorry for this one.

" There! " said Charlotte. " Now I knock him out, so he'll be more comfortable." She bit the fly. " He can't feel a thing now," she remarked. He'll make a perfect breakfast for me."

" You mean you eat flies? " gasped Wilbur.

Charlotte's Web (Excerpt)
by E. B. White

My name is Charlotte said the spider

Charlotte what asked Wilbur

Charlotte A Cavatica But just call me Charlotte

I think youre beautiful said Wilbur

Well I am pretty replied Charlotte Theres no denying that Almost all spiders are rather nice-looking Im not as flashy as some but Ill do. I wish I could see you as clearly as you can see me Wilbur

Why cant you asked the pig Im right here

Yes but Im near-sighted replied Charlotte Ive always been dreadfully near-sighted Its good in some ways, not so good in others Watch me wrap up this fly

A fly that had been crawling along Wilburs trough had flown up and blundered into the lower part of Charlottes web and was tangled in the sticky threads The fly was beating its wings furiously trying to break loose and free itself

First I dive at him said Charlotte She plunged headfirst toward the fly As she dropped a tiny silken thread unwound from her rear end

Next I wrap him up She grabbed the fly, threw a few jets of silk around it, and rolled it over and over, wrapping it so that it couldnt move Wilbur watched in horror He could hardly believe what he was seeing, and although he detested flies, he was sorry for this one

There said Charlotte Now I knock him out so hell be more comfortable She bit the fly He cant feel a thing now she remarked Hell make a perfect breakfast for me

You mean you eat flies gasped Wilbur

SKILLS
GUIDELINE: Capitalize:

1. I
2. first word in a sentence
3. one and two word story titles
4. story titles of more than two words
5. days of the week
6. months
7. holidays
8. schools
9. cities
10. states
11. countries
12. streets
13. buildings
14. parks
15. companies
16. sacred books
17. religions
18. races of people
19. nationalities
20. languages
21. ships, planes, trains
22. geographical features
23. words used to designate a particular area
24. people
25. pets
26. words used in place of names
27. name titles and initials
28. first word in a greeting of a letter
29. first word in a closing of a letter
30. first word in a direct quotation

CAPITALIZATION
SENTENCE
(KEY)

1. I have a pet canary, named George, who can read.
   1,2 24
2. Last March George read Charlotte's Web and on Wednesday he finished
   2 6 24 3 3 5
   Cricket in Times Square.
   4 4 4
3. That poor, dumb bird did not enjoy either story because he kept
   2
   wanting to eat the spider and the cricket.
4. George never finished reading the Bible because he reads more to
   2,24 16
   show off than to understand.
5. The world has found out about him, however, and he has been asked
   2
   to read for an Indian chief, Prince North Star.
   18 27 24 24
6. George was so fussed up the day this letter came -
   24
   Dear George,
   28 24
   You fantastic little bird, you must come read for my people
   2
   here in the Northwest.
   23
   Come after Christmas. It will be too cold to fly and we want
   2 7 2
   you to travel first-class, so take the train, the Empire Builder,
   21 21
   to Seattle, Washington, and the ship, Blue Waters, to our island
   9 10 21 21
   nation, Minnetak.
   11

   Very truly,
   29
   Prince North Star
   27 24 24
7. George is really getting the big-head with all this attention.
   2,24
8. The other day I said, "George, remember you're still just a bird.
   2 1 30,24
   You don't even understand the plot of everything you read."
   2
9. His feelings were hurt for a time and he even thought he might
   2
   go to Canary College.
   8 8
10. Then he asked me if I knew of any other canary going out on speaking
    2 1
    engagements.
11. I'll probably pack his bird seed for him.
    1,2

1. i have a pet canary, named george, who can read.
2. last march george read charlotte's web and on wednesday he finished cricket in times square.
3. that poor, dumb bird did not enjoy either story because he kept wanting to eat the spider and the cricket.
4. george never finished reading the bible because he reads more to show off than to understand.
5. the world has found out about him, however, and he has been asked to read for an indian chief, prince north star.
6. george was so fussed up the day this letter came -

   dear george,

   you fantastic little bird, you must come read for my people here in the northwest.

   come after christmas. it will be too cold to fly and we want you to travel first-class, so take the train, the empire builder, to seattle, washington, and the ship, blue waters, to our island nation, minnetak.

   very truly,

   prince north star
7. george is really getting the big-head with all this attention.
8. the other day i said, "george, remember you're still just a bird. you don't even understand the plot of everything you read."
9. his feelings were hurt for a time and he even thought he might go to canary college.
10. then he asked me if i knew of any other canary going out on speaking engagements.
11. i'll probably pack his bird seed for him.

CAPITALIZATION
LETTER
(KEY)

1660 Maple Drive
12 12
Calgary, Alberta
9 10
July 18, 19__
6

Dear Friends,
28 26

You wrote to me and asked me if my book The Wilderness is based on a
2 3
true happening. Yes, it is.
2

Two years ago in early April, I was flying over Kootenay National Park
2 6 1 14 14 14
on the western slopes of the Canadian Rocky Mountains in my plane Spirit
19 22 22 21
of the Yukon. I was on my way to Whitehorse in the Yukon Territory.
21 1 9 10 10

About 11:30 in the morning, I developed engine trouble. I sent out
2 1 1
a distress call on to Whitehorse. "Can you read me, can you read me?"
9 30
I called again and again. No answer. I was too far away for my signals
1 2 1,2
to be picked up.

My forced landing left me badly hurt. Many of my experiences from
2 2
that point on are included in my book. But I have now written another
2 1
book How to Survive in the Wilderness that you might enjoy reading.
4 4 4

Very sincerely,
29
Mr. J. L. Mann
27 27 24

1660 maple drive
calgary, alberta
july 18, 19___

dear friends,

you wrote to me and asked me if my book the wilderness is based on a true happening. yes, it is.

two years ago in early april, i was flying over kootenay national park on the western slopes of the canadian rocky mountains in my plane spirit of the yukon. i was on my way to whitehorse in the yukon territory.

about 11:30 in the morning, i developed engine trouble. i sent out a distress call on to whitehorse. "can you read me, can you read me?" i called again and again. no answer. i was too far away for my signals to be picked up.

my forced landing left me badly hurt. many of my experiences from that point on are included in my book. but i have now written another book how to survive in the wilderness that you might enjoy reading.

very sincerely,
mr. j. l. mann

William Tell
3,24 3,24

This story happened a long time ago in Switzerland, a tiny country in
2 11
the Alp Mountains, when hunters still used bows and arrows.
22 22

Switzerland had been conquered by Austria and the Swiss were very
11 11 19
rebellious, especially in the town of Altorf.
9

To teach the people a lesson, the governor of Altorf, a man named
2 9
Gessler, demanded that the people bow low before his hat perched on the
24
top of a pole. It was prison without trial to those who refused.
2

William Tell and his son refused. They were led off to the governor.
2,24 24 2
"If you are a hunter, shoot an apple off your son's head at a hundred
30
paces away," laughed the cruel governor.

The soldiers placed the apple on his son's head. William Tell
2 2,24 24
removed two arrows from his quiver. He took careful aim and split the
2
apple in half. Gessler demanded to know why he had removed the second
2,24
arrow.

"Had I missed, the second arrow was meant for you," answered William
2 1 24
Tell.
24

Gessler ordered him taken to prison but before the soldiers reached
2,24
him, William Tell shot the governor in the heart with an arrow. In the
24 24 2
great turmoil that followed, William Tell and his son escaped. His bravery
24 24 2
spread throughout Switzerland and filled the hearts of the Swiss with pride
11 19
and courage.

william tell

this story happened a long time ago in switzerland, a tiny country in the alp mountains, when hunters still used bows and arrows.

switzerland had been conquered by austria and the swiss were very rebellious, especially in the town of altorf.

to teach the people a lesson, the governor of altorf, a man named gessler, demanded that the people bow low before his hat perched on the top of a pole. it was prison without trial to those who refused.

william tell and his son refused. they were led off to the governor.

"if you are a hunter, shoot an apple off your son's head at a hundred paces away," laughed the cruel governor.

the soldiers placed the apple on his son's head. william tell removed two arrows from his quiver. he took careful aim and split the apple in half. gessler demanded to know why he had removed the second arrow.

"had i missed, the second arrow was meant for you," answered william tell.

gessler ordered him taken to prison but before the soldiers reached him, william tell shot the governor in the heart with an arrow. in the great turmoil that followed, william tell and his son escaped. his bravery spread throughout switzerland and filled the hearts of the swiss with pride and courage.

DICTIONARY DIAGNOSTIC TEST

TEST 1 - DICTIONARY SKILLS Name_____

1. Write the letter that comes <u>between</u> each pair of letters.

1.	f ___ h		9.	r ___ t	
2.	w ___ y		10.	e ___ g	
3.	g ___ i		11.	k ___ m	
4.	l ___ n		12.	o ___ q	
5.	p ___ r		13.	q ___ s	
6.	h ___ j		14.	j ___ l	
7.	n ___ p		15.	c ___ e	
8.	b ___ d		16.	i ___ k	

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2. Write the letter that comes <u>before</u> and <u>after</u> each pair of letters.

1.	___ c d ___		9.	___ t u ___	
2.	___ f g ___		10.	___ d e ___	
3.	___ o p ___		11.	___ j k ___	
4.	___ x y ___		12.	___ s t ___	
5.	___ v w ___		13.	___ k l ___	
6.	___ r s ___		14.	___ h i ___	
7.	___ m n ___		15.	___ n o ___	
8.	___ i j ___		16.	___ e f ___	

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1. The alphabet has _____(how many?) letters?
2. The seventh letter of the alphabet is _____.
3. Between the letters l and p there are _____(no.) letters?
4. Give the three letters before <u>r</u> = _____,_____,_____
5. The last 4 letters of the alphabet are: _____ _____ _____ _____

DICTIONARY DIAGNOSTIC TEST

TEST 2

TEST A

Date_____

Score_____

Write each column in blanks in correct alphabetical order. Have test A checked by teacher before doing test B.

Column I		Column II		Column III	
spill	_____	gay	_____	clumber	_____
quiet	_____	fact	_____	last	_____
fine	_____	gown	_____	closet	_____
quest	_____	haste	_____	dean	_____
space	_____	hunt	_____	close	_____
finer	_____	grown	_____	dry	_____
clean	_____	hurt	_____	clop	_____
quite	_____	faction	_____	deep	_____

TEST B

Date_____

Score_____

Do not take this test until Test A has been checked.

Write each column in blanks correctly in alphabetical order. Have teacher check test.

Column I		Column II		Column III	
run	_____	sleep	_____	praise	_____
toast	_____	fancy	_____	pride	_____
ride	_____	fort	_____	porter	_____
touch	_____	slope	_____	pray	_____
runner	_____	sleepy	_____	proof	_____
rue	_____	sloop	_____	porch	_____
tooth	_____	face	_____	proud	_____
torch	_____	forceful	_____	preach	_____
running	_____	sleeping	_____	prior	_____
tool	_____	sloppy	_____	portray	_____

DICTIONARY DIAGNOSTIC TEST

TEST 3 - DICTIONARY SKILLS

Practice With Guide Words

A. From each list, arrange in alphabetical order only the words which are included within the guide words.

flow -- grove

_____

gull _____

father _____

green _____

full _____

folks _____

grunt _____

fuel _____

glove _____

_____

pale -- rest

_____

power _____

rake _____

rock _____

pill _____

pain _____

rain _____

right _____

padded _____

_____

B. In the groups below, look at the guide words; then decide if each word is on the page, before it, or after it. Write on, before, or after on the line by the word. The first one is done for you.

look -- most

more on

lost _____

large _____

mould _____

luck _____

might _____

mark _____

brave -- cow

crop _____

core _____

bread _____

butter _____

barge _____

came _____

coin _____

save -- team

seam _____

tame _____

term _____

teal _____

seal _____

same _____

tear _____

DICTIONARY DIAGNOSTIC TEST

TEST 4 - DICTIONARY SKILLS

More About Guide Words

A. This exercise concerns word order. Write 1 if the word comes before the guide words at the top of each list and 2 if it comes after them.

chore -- corps	fly -- for	train -- trial	wear -- work
crow _____	future_____	trade _____	worm _____
chair _____	flee _____	trace _____	worker_____
cost _____	flower_____	tribe _____	wean _____
cows _____	fort _____	trail _____	war _____
choose_____	fur _____	trifle_____	worn _____
cheek _____	foster_____	trims _____	worse _____
chick _____	flow _____	trigger_____	weak _____
court _____	flies _____	tore _____	warm _____
creek _____	from _____	try _____	wrong _____

B. Place the words below under the correct guide words.

pet, hot, pit, son, sun, pin, hen, sod, pod, her, sum, hub

hear -- hurry		sleep -- sun		pen -- post	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

C. Open your dictionary to the last page which contains words beginning with the letter s.
The guide words for this page are _____ and _____.
Find the last pages which contain words beginning the d, w, and t. Do all the words on each of these pages begin with the same letter?_____
Can we safely say then that some pages contain words with different beginning letters?_____

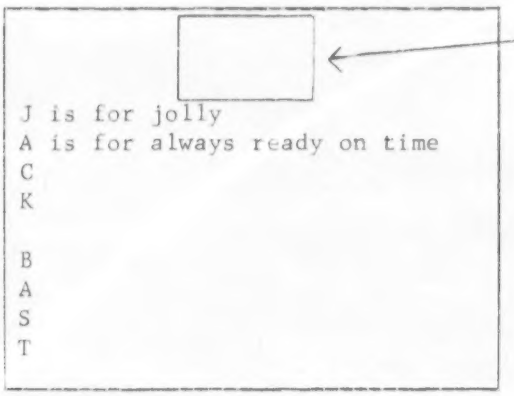
ADDITIONAL SHARED PRACTICES USED BY ROCHESTER TEACHERS

1. CREATIVE WRITING (OBSERVATION - QUOTATION MARKS)
   a. Cut out various objects from an old catalogue (Christmas ones are best).
   b. Glue five of these on a half sheet of typing paper or tag board. The five might include a chair, hobby horse, typewriter, toy truck or snowmobile.
   c. Activities that were used with these cards of objects:
      (1) Look at the pictures and decide which one you would most like to be. Make up an interesting story telling what it is like being that object. (Or change to: "Which one I'd least like to be" and tell why.)
      (2) Observation fits into Unit I of English text. Tell how all the objects are similar. Or work as partners and show objects to person for 30 seconds. Then one partner describes one and the other person tries to guess the object.
      (3) Pick out one object and have it telephone another of the objects on the sheet. Write in quotation-sentence form what each says about who received them as a gift, for what occasion, and how they are being treated. (especially good to help get ideas across that each speaker is a new paragraph)
      (4) For those who have difficulty getting a story written, make a story starter. Head the paper, "I am a _____ (name of object on sheet)."

      "Last night my owner _____ (Student completes the story.)."

2. FAMOUS PEOPLE AT (NAME OF YOUR SCHOOL)
   We did articles, including interviews, of each of the people (behind the scenes) such as custodians and cooks. We then wrote an article and also took pictures of these people. The children learned a lot of their duties and I have discovered they talk to them more often. We put this display in the hall and it was enjoyed by all classes!

3. WHAT'S IN A NAME



I had the children use their first and last name in working with poetry. It was a good way to discover the children's likes and dislikes and how they felt about themselves.

RECOMMENDED BOOKS TO READ TO CHILDREN - 4, 5, 6

Grades Four, Five, Six

Anderson, Clarence	Afraid To Ride
Armstrong, William	Sounder
Asbjornsen, Peter	East of the Sun and West of the Moon
Baldwin, James	Story of Roland
Belpre, Pura	Perez and Martina
Benary-Isbert, Margot	The Ark
Berna, Paul	The Horse Without A Head
Borski, Lucia	The Jolly Tailor and Other Fairy Tales
Boston, L. M.	Treasure of Green Knowe
Bowman, James	Pecos Bill, the Greatest Cowboy of All Time
Brink, Carol Ryrie	Caddie Woodlawn
Brink, Carol Ryrie	Magical Melons
Calhoun, Mary	Katie John
Child Study Association	Castles and Dragons
Clark, Ann	Secret of the Andes
Courlander, Harold	Cow-Tail Switch and Other West African Stories
De Angeli, Marguerite	The Door In The Wall
DeBois, William	Twenty-One Balloons
De Jong, Meindert	Along Came A Dog
De Jong, Meindert	Hurry Home Candy
De Regniers, Beatrice	Catch A Little Fox
Dodge, Mary M.	Hans Brinker or The Silver Skates
DuSoe, Robert	Three Without Fear
Edmonds, Walter	The Matchlock Gun
Estes, Eleanor	The Moffats
Fenner, Phyllis	Giants and Witches and a Dragon or Two
Fillmore, Parker	The Shepherd's Nosegay; Stories from Finland and Czechoslovakia
Gates, Doris	Blue Willow
Gray, Elizabeth	Adam of the Road
Hale, Lucretia	The Complete Peterkin Papers
Henry, Margaret	Brighty of the Grand Canyon
Hodges, C. Walter	Columbus Sails
Jacobs, Joseph	English Fairy Tales
Johnson, Annabel	The Grizzly
Knight, Eric	Lassie-Come-Home
Krumgold, Joseph	...And Now Miguel
Lawson, Robert	Ben and Me
Lewis, C. S.	Lion, the Witch and the Wardrobe
McCloskey, Robert	Homer Price
North, Sterling	Mark Twain and the River
Norton, Mary	The Borrowers
O'Dell, Scott	Black Pearl
O'Dell, Scott	Island of the Blue Dolphins
Pyle, Howard	Man of Iron
Seredy, Kate	The Good Master
Seredy, Kate	The White Stag
Smith, Agnes	An Edge of the Forest
Spears, Elizabeth	The Witch of Blackbird Pond
Sperry, Armstrong	Call It Courage

Grades Four, Five, Six (Continued)

Steele, William	The Far Frontier
Stevenson, Robert Louis	Kidnapped
Stolz, Mary	A Dog on Barkham Street
Taylor, Sydney	All-Of-A-Kind Family
Tolkien, John	The Hobbit
Twain, Mark	Adventures of Tom Sawyer
Twain, Mark	The Adventures of Huckleberry Finn
Ullman, James	Banner in the Sky
Unnerstad, Edith	The Spettecake Holiday
White, E. B.	Charlotte's Web
White, E. B.	Stuart Little
Wilder, Laura	Little House in the Big Woods
Wyss, Johann	Swiss Family Robinson